

## 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 provide general information regarding the Far North Queensland Autism Centre of Expertise.

### SUBJECT: FAR NORTH QUEENSLAND - AUTISM CENTRE OF EXPERTISE

#### Summary of key objectives

- To provide information to the Minister regarding:
  - the Far North Queensland Autism Centre of Expertise (FNQ ACE) and the proposed plans for sharing the learnings gained from the project with state schools across Queensland;
  - other support provided by the Department of Education, Training and Employment (DETE) for students with autism spectrum disorder (ASD); and
  - leveraging Australian Government funding such as the National Disability Insurance Scheme (NDIS) to provide education services.
- To seek the Minister's signature on letters to the Honourable Campbell Newman MP, Premier, and Dr Amanda Webster, Program Convenor, Autism Studies Program, Autism Centre of Excellence regarding FNQ ACE.

#### Key issues

1. On 6 May 2014, the Minister met with representatives from the ASD Parent Support Group and the FNQ ACE.
2. The representatives proposed that:
  - a. The FNQ ACE model is implemented across the State; and
  - b. DETE establish a working party for ASD at a state level.
3. On 11 June 2014 a follow-up email was forwarded by the ASD Parent Support Group to the Minister reiterating the need for the expansion of the FNQ ACE, and requesting that this program could be funded through the increase in the DETE budget (14/212231).

#### FNQ ACE

4. The FNQ ACE regional initiative is supported through the funding provided by the More Support for Students with Disabilities (MSSWD) National Partnership.
5. To date, the FNQ ACE has received approximately \$570,000 through the MSSWD initiative.
6. The MSSWD National Partnership is an Australian Government initiative which strengthens the capacity and expertise of Australian schools and teachers to provide inclusive school environments that improve the learning experiences and educational outcomes for students with disability.
7. A number of the outputs from the MSSWD initiative in Queensland state schools specifically focus on building the capacity of school staff to support students with ASD, as well as students who display complex behaviours.
8. In addition there is a clear focus to raise the awareness of each school's responsibilities under the *Disability Standards for Education 2005* (DSE).

9. The FNQ ACE is an initiative instigated by the region to develop a region wide approach to maximising learning outcomes for students with ASD.
10. This initiative has been developed in consultation with parents, school leaders, regional staff as well as in partnership with Dr Webster and Professor Jacqueline Roberts from Griffith University Autism Centre of Excellence.
11. FNQ ACE staff work to build knowledge and understanding of autism, presenting workshops in school staff meetings, coaching at a class level and working with school teams in complex case management. FNQ ACE is assisting over 20 project schools in developing and implementing a whole school plan to make schools more inclusive.
12. The inclusive plans, surveys, school and student information are collected by Griffith University for their research project.
13. Reports and resources from the project and the subsequent project involving 20 FNQ schools will be published in 2015 through the MSSWD website. This will ensure that the learnings from this initiative are available for schools across the State.
14. In May, the MSSWD management group approved a further \$100,000 for the FNQ ACE until the end of 2014. This was to enable the project to be completed and the associated resources and tools to be uploaded to DETE's website by the end of the calendar year.
15. Further information about the MSSWD initiatives and how they support the objectives of the FNQ ACE are provided in **Attachment 1**.
16. The FNQ ACE was designed as one of two time limited models to inform practice and build staff capability across the State. The model was designed as a short term research project, and as such, the Department has no plans to replicate this initiative.
17. However, the learnings and the tools developed through the project will be promoted to assist all Queensland state schools in the future to ensure that students with ASD have strong foundations for lifelong learning and global citizenship.
18. The following key initiatives outlined in the 2014-2015 DETE budget will support students with ASD. These include:
  - a. the commitment for an additional \$10.9 million over four years for speech-language pathologists (SLPs) in Queensland state and non-state schools;
  - b. investing \$64 million as part of the 2014, Semester 2 instalment of the \$131 million *Great Results Guarantee* initiative to improve student performance in Queensland state schools; and
  - c. implementing the *Great Teachers=Great Results* initiative to ensure professional excellence in teaching.

#### **ASD Working Party**

19. DETE continually reviews international and national best practice regarding ASD to enable students with ASD to access the Australian Curriculum, achieve curriculum outcomes and participate in school life.
20. DETE works closely with autism associations such as Autism Queensland and the AEIOU Foundation to support the educational needs of students with ASD.
21. Autism Queensland has a Direct Services Agreement with DETE to deliver complementary support services to students with ASD.
22. DETE is the only state education authority that committed to be an essential participant in the Autism Cooperative Research Centre which is based at Long Pocket in Brisbane and commenced on 1 July 2013.



23. This Centre represents Australia's (and the world's) first national, cooperative research effort directed towards ASD and addressing the challenge of how to provide appropriate educational environments and programs for students with ASD so that they have the best chance of social, behavioural and academic success. The Centre also works to equip teachers to manage even the most complex behaviours.
24. DETE has a range of avenues and partnerships already in existence and does not support the establishment of a statewide ASD working party.

#### **National Disability Insurance Scheme**

25. The NDIS will commence in Queensland on 1 July 2016 and be fully implemented by 1 July 2019.
26. DETE is working as part of an Intergovernmental Working Group to implement the NDIS across Queensland.
27. The aim of the NDIS is to deliver better outcomes for people with disability, their families and carers by taking a fairer, more sustainable and equitable approach to supporting people with disability.
28. Reasonable and necessary supports are funded by the NDIS to help a participant to reach their goals, objectives and aspirations in a range of areas, which may include education, employment, social participation, independence, and health and wellbeing.
29. Schools will continue to make reasonable adjustments for all students that relate to their educational attainment (including teaching, learning assistance and aids, school building modifications, learning therapies and transport between school activities). The NDIS will fund support outside of school. It is unlikely that there would be funding from the NDIS that could be leveraged to support a broader implementation of the FNQ ACE project.

#### **Implications**

30. All schools are required to adhere to the *Disability Discrimination Act 1992* and its subordinate legislation DSE. This legislation requires schools to provide an education that is free from discrimination on the basis of disability.

#### **Background**

31. DETE is committed to ensuring all students, including students with ASD, can access, participate and succeed in education.
32. Under the DSE schools are required to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability. This includes students with ASD.
33. DETE provides a range of support services and resources to assist teachers to meet the diverse educational needs of students, including students with ASD. This may include guidance officers, behavioural support staff, advisory visiting teachers, special provisions for assessment, assistive technology, alternative format materials, speech-language therapy services, learning support, occupational therapy and physiotherapy services.
34. Students with ASD identified through the Education Adjustment Program, who are enrolled at state primary and secondary schools may also be supported through additional resources, such as teachers with disability expertise and teacher aides. These resources are provided to assist classroom teachers in the development and delivery of the educational programs for students with disability.
35. It should be noted that this targeted funding is not allocated directly to students and that principals are responsible for the resources provided to support educational programs of all students in their school, including the provision of teacher aide support for students.

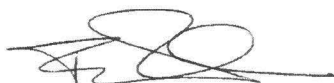
**Right to information**

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

**Recommendation**

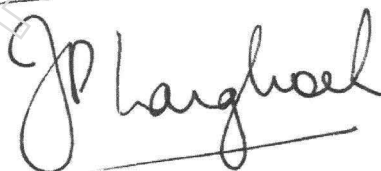
It is recommended that the Minister:

- **note** that DETE has allocated a further \$100,000 through the MSSWD NP to the FNQ ACE in May 2014;
- **note** the FNQ ACE and the proposed plans for sharing the learnings gained from the project with state schools across Queensland;
- **note** other support provided by the Department for students with ASD;
- **note** the information regarding leveraging Australian Government funding, such as the NDIS, to provide education services; and
- **sign** letters to the Premier (**Attachment 2**) and to Dr Amanda Webster, Program Convenor, Autism Studies Program, Autism Centre of Excellence (**Attachment 3**) regarding the FNQ ACE.

**NOTED**


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

171 7 14.  
☐ Copy to Assistant Minister

**NOTED**


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

181 7 14

**Minister's comments**

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Action Officer Melanie White Principal Advisor State Schools Operations Tel: 3513 5949	Endorsed by: Director Anna Brazier State Schools Operations Tel: 3513 5928 Date: 25/06/2014	Endorsed by: ED Sharon Mullins State Schooling Operations and Strategy Tel: 3513 5945 Date: 26/06/2014	Endorsed by: ADG Bevan Brennan State Schools - Operations Tel: 3513 5836 Date: 4/07/2014	Endorsed by: DDG Patrea Walton State Schools Tel: 3034 4762 Date: 8/07/2014	Endorsed by: DG Dr Jim Walterston DETE Tel: 3034 4752 Date: 9/7/14
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## Attachment 1

### More Support for Students with Disability National Partnership Initiatives

The following dot points provide information regarding initiatives occurring through the More Support for Students with Disabilities (MSSWD) National Partnership that support the development of whole school approaches to supporting students with ASD.

#### *Quality Schools Inclusive Leaders*

- Through the MSSWD initiative, the Quality Schools Inclusive Leaders (QSIL) program is delivering quality capability development for state school principals and school leadership teams focusing on whole school inclusive practices.
- The first phase of the QSIL program focuses on principals developing their capacity to:
  - a. Recast cultures, policies and practices in their schools so that they respond to the diversity of learners in their community.
  - b. Instructionally lead all processes of adjusted learning for all students including curriculum and pedagogical practices that best cater for students with disability.
  - c. Understand and apply the Disability Standards for Education 2005 (DSE), especially working within national definitions of disability.
  - d. Provide meaningful and continuous learning engagement for all students as a key strategy to enhance school wide standards of behaviour.
- In July 2014, the second phase of the QSIL program will be implemented. During this phase, schools will be provided with the opportunity to develop a mentor-coach to build sustainable inclusive practices within their school.
- In order to build sustainable inclusive schools, the inclusive mentor will use learnings from the MSSWD initiatives and current evidence-based best practice to implement key identified strategies that are specific to their settings. This includes the potential to use the strategies and learnings from the FNQ ACE project.

#### *Disability Standards for Education Training*

- The DSE outlines the legislative requirements for education providers under the *Disability Discrimination Act 1992* (DDA), and include standards for enrolment, participation, curriculum and support services for students with disability.
- The University of Canberra, in collaboration with the Department and other jurisdictions across Australia, has developed online courses about the legislative requirements of the Standards for school staff. As at April 2014, 4,781 Queensland State School staff have completed the courses.

#### *Complex Case Management*

- A complex case management package is being delivered to state schools to support the management of students with complex needs to ensure the specific requirements of students with disability are met.
- As part of this initiative a complex case support officer is based in each region providing mentoring and advice to principals and school leadership teams to support successful complex case management processes. They can assist, where required, with enrolment, external agency contact and liaison, policy information and staff training to support

complex case management processes.

*Further MSSWD Outputs for Students with ASD*

- Understanding Autism Spectrum Disorder (ASD), an online tutor led course across the state for teachers. To date 1,868 state school staff have participated in this course. It provides staff with practical pedagogical approaches to differentiated instruction, strategies and interventions to improve curriculum access and achievement for students with ASD.
- As part of the *Teacher aides supporting students with disability* suite of online and face-to-face professional development, an ASD course has been developed and successfully implemented across the state. To date over 4,600 teacher aides have engaged with the suite of resources.
- The MSSWD initiative has also provided the opportunity for teachers to gain postgraduate qualifications in Autism Studies with Griffith University. The Graduate Studies in Autism Education course enables teachers to enhance their capability in supporting students with ASD in the core areas of communication, social-emotional learning, curriculum and behaviour support. 90 scholarships have been awarded to staff from across the state.

Released under RTI by [redacted]



The Honourable Campbell Newman MP  
Premier  
PO Box 15185  
CITY EAST QLD 4002

Dear Premier

I am writing to you in relation to a recent meeting I had with Dr Amanda Webster from the Autism Centre of Excellence at Griffith University and representatives of the Autism Spectrum Disorder (ASD) Parent Support Group.

During this meeting these representatives requested that the program provided through the Far North Queensland Autism Centre of Expertise (FNQ ACE) be expanded throughout the State.

The FNQ ACE was developed in consultation with Griffith University, parents, school leaders and regional office staff and is working to develop a region-wide approach to maximising learning outcomes for students with ASD. The program was provided with \$570,000 through the *More Support for Students with Disability* (MSSWD) National Partnership.

The project was designed as a short term research initiative which would provide insights into the best practice provision of education for students with ASD.

Recently the MSSWD National Partnership Management Group has approved a further \$100,000 to be provided to FNQ ACE to enable the completion of the project and for the associated resources and tools to be made available to all Queensland Schools, by the end of the year.

As such my Department has no plans to implement the FNQ ACE across the State. My Department is very interested in the outcomes of the FNQ ACE project as the learnings and tools developed will be promoted to assist all Queensland state schools in the future.

My Department is providing principals and schools with information and strategies regarding their legal obligations and professional learning to maximise the learning outcomes for students with ASD within schools.

One important strategy is the Quality Schools Inclusive Leaders (QSIL) program being delivered through the MSSWD NP. This program delivers quality capability development for state school principals and school leadership teams focusing on whole school inclusive practices. By the end of July 2014 over 95% of school leadership teams will have participated in this program.

This program focuses on principals developing their capacity to respond to the diversity of learners in their community. It focuses on implementation of school-wide consistency of

pedagogical practices that best cater for students with disability, understanding and application of the *Disability Standards for Education 2005*, and the provision of meaningful and continuous learning engagement for all students as a key strategy to enhance school wide standards of behaviour.

Further strategies being delivered through the MSSWD NP to enable schools to meet the needs of students with ASD include the development of a complex case management package, the delivery of an Understanding Autism Spectrum Disorder online tutor-led course, and the provision of scholarships for teachers to undertake graduate studies in ASD through Griffith University's ASD Centre of Excellence.

My Department's 2014–2015 budget will continue to fund initiatives to support students with ASD. This includes:

- the commitment for an additional \$10.9 million over four years for speech-language pathologists (SLPs) in Queensland state and non-state schools;
- the *Great Results Guarantee* initiative to improve student performance in Queensland state schools; and
- implementing the *Great Teachers=Great Results* initiative to ensure professional excellence in teaching.

As you are aware, the *Great Results Guarantee* is an \$800 million investment over four years in Queensland state schools.

This is an exciting initiative for Queensland state schooling as it enables schools to make key resourcing decisions and encourages them and their communities to engage around how this extra funding should be spent to achieve the best results for their students.

I trust that this information provides clarity regarding activities provided by the Department to support schools to provide quality education outcomes for students with ASD.

Should your officers wish to discuss this matter further, I invite them to contact Ms Patrea Walton, Deputy Director-General, State Schools by email at [patrea.walton@dete.qld.gov.au](mailto:patrea.walton@dete.qld.gov.au) or on telephone 3034 4762.

Yours sincerely

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

Ref: 14/172754



Dr Amanda Webster  
Program Convenor, Autism Studies Program  
Autism Centre of Excellence  
School of Education and Professional Studies  
Mount Gravatt Campus  
GRIFFITH UNIVERSITY QLD 4111

Dear Dr Webster

Thank you for your email dated 7 May 2014 providing further information on the pilot program of the Autism Centre of Expertise in Far North Queensland (FNQ ACE) and your proposal to roll out this program in other Queensland schools. I would like to thank you and s.47(3)(b) - Contrary to Public In for meeting with me on 6 May 2014 to discuss the program, and for the follow-up email s.47(3)(b) - Cor forwarded on 11 June 2014.

The Department of Education, Training and Employment is committed to ensuring that all students, including students with Autism Spectrum Disorder (ASD), can access, participate and succeed in education on the same basis as their peers.

Since our meeting, I have been informed that the More Support for Students with Disability (MSSWD) Management Group recently approved \$100,000 to be provided to FNQ ACE for the remainder of 2014.

I am advised this funding will enable the project to be completed and the associated resources and tools to be uploaded to my Department's website by the end of the year. These resources will be available to all schools across the State to assist them in supporting students with ASD. As such, there are no plans to further roll out the FNQ ACE as a standalone program across the State.

The MSSWD National Partnership has provided the opportunity for building the capacity of school staff to support students with ASD through graduate studies and online training for both teachers and teacher aides in supporting students with ASD. This includes students who display complex behaviours, as well as raising the awareness of each school's responsibilities under the *Disability Standards for Education 2005*.

As part of the MSSWD initiative, the Quality Schools Inclusive Leaders (QSIL) program is delivering quality capability development for state school principals and school leadership teams focusing on whole school inclusive practices. I am advised by the end of July 2014 over 95% of school leadership teams will have participated in this program. The materials developed through the FNQ ACE will be made available to schools as part of this ongoing program.

My Department is also an essential participant in the Autism Cooperative Research Centre which is based at Long Pocket in Brisbane. This Centre represents a national cooperative research effort directed towards ASD and addressing the challenge of how to provide appropriate educational environments and programs for students with ASD so that they have the best chance of social, behavioural and academic success, and equipping teachers to manage even the most complex behaviours.

My Department will continue to consult autism associations and engage with autism experts in order to provide the best support for students with ASD attending state schools. I can assure you the learnings and framework of the FNQ ACE will be implemented through other departmental strategies.

My Department's 2014–2015 budget will continue to fund initiatives to support students with ASD. This includes:

- the commitment for an additional \$10.9 million over four years for speech-language pathologists (SLPs) in Queensland state and non-state schools;
- the *Great Results Guarantee* initiative to improve student performance in Queensland state schools; and
- implementing the *Great Teachers=Great Results* initiative to ensure professional excellence in teaching.

The *Great Results Guarantee* is an \$800 million investment over four years in Queensland state schools.

This is an exciting initiative for Queensland state schooling as it enables schools to make key resourcing decisions and encourages them and their communities to engage around how this extra funding should be spent to achieve the best results for their students.

While I understand that this does not provide the outcome you were seeking, I trust that this information provides clarification regarding the range of initiatives that my Department is undertaking to improve the educational outcomes of all students with ASD.

Thank you again for sharing the achievements of the FNQ ACE. I appreciate your interest and commitment to supporting the achievement of quality educational outcomes for students with ASD and please be assured the learnings will be available for all schools to access.

Should you wish to discuss this matter further, I invite you to contact Mr Bevan Brennan, Assistant Director-General, State Schools – Operations, on telephone 3513 5836 or by email at [bevan.brennan@det.qld.gov.au](mailto:bevan.brennan@det.qld.gov.au).

Yours sincerely

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

Ref: 14/173683

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



<b>Executive Management Board</b> <b>Standard Paper Cover Page</b>		<b>Meeting Date:</b>	<b>Item No:</b>
<b>Category: Decision Paper</b>	<b>Circulation limited to: EMB Only</b>		
<b>Title:</b> Autism Spectrum Disorder and Complex Behaviour Professional Development Project		<b>Paper sponsored by (DDG/ADG):</b> Assistant Director-General (State Schools – Operations)	

Released under RTI by DET

# Executive Management Board

**Title:** Autism Spectrum Disorder and Complex Behaviour Professional Development Project

**Action Officer:** Anna Brazier/Jean Smith

**Executive Director:** Sharon Mullins

**Initials of DDG/ADG:**

## Purpose

Seeking approval for the scope and expenditure of the Autism Spectrum Disorder (ASD) and Complex Behaviour Professional Development Project.

## Link to Strategic Plan

This initiative is aligned with the strategic goals of Collaborative Empowerment, namely High Standards: Provide safe and supportive learning environments for staff and students.

## Background

- The Department recognises that the number of students verified with ASD (as their major category) is increasing in Queensland state schools – from 1.9% of the total state enrolment in 2010 to 2.5% in 2014. This equates to 1 in 52.6 students in 2010 to 1 in 40 students in 2014<sup>1</sup>.
- The Department is committed to creating safe, productive and inclusive learning environments for students with ASD.

## Issues

### 1. Statement of Issues

- This initiative aims to address a number of issues, particularly:
  - Many schools have reported difficulty supporting students with ASD who display complex and challenging behaviours.
  - Students with ASD are more vulnerable to disciplinary measures such as exclusions and suspensions. For example, Performance, Monitoring and Reporting reports that state school students with disability are suspended at much higher rates than the general student population (145 per 1000 students compared with 55 per 1000 students). While analysis specific to ASD students has not been undertaken, it is expected the same pattern will exist as students with ASD are the largest group of students with disability (over 40 per cent).
- The Department has a legal obligation under the *Disability Discrimination Act 1992* to ensure students with disability, including ASD, are provided with reasonable adjustments so they can access and participate in the curriculum on the same basis as other students.
- This requires schools to undertake early identification and intervention and to provide other reasonable adjustments to address the impact of the student's disability.

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<sup>1</sup> This data is derived from the Education Adjustment Program (EAP). EAP is a process for identifying and responding to the educational needs of students with disability who require *significant* adjustments related to a disability.



- To meet the requirements of the *Disability Discrimination Act 1992*, before suspending or excluding a student a principal must consider individual circumstances including the student's disability, and the actions that have been taken to provide reasonable adjustment to the student.

## **2. Analysis of Issues**

- Through the *More Support for Students with Disabilities National Partnership* many professional development opportunities have been provided for schools regarding the support of students with ASD.
- These include online training courses for teachers and teacher aides covering a comprehensive introduction to the characteristics of ASD, the impact of this disability on education and some pedagogical responses for staff to implement. In addition, the project provided 91 places for teachers to study for Graduate Certificates in Autism and established two ASD centres of expertise to provide support materials to all schools.
- While these resources have increased the knowledge of teachers to provide access for students with ASD to the curriculum, particularly in a mainstream setting, the project has identified a need for professional development that is targeted at supporting the needs of students with more complex and challenging behaviours.

## **3. Consequences of Issues/Organisational Risk**

- State Schools Division propose to engage a university or research organisation to provide an evidence-based model that incorporates:
  - resources for schools (including technological solutions) so they can support students with ASD who are displaying complex and challenging behaviours
  - a way to effectively track:
    - factors to be considered
    - measures implemented
    - learning outcomes
    - rates of progress
  - a range of delivery modes to include schools in rural and remote locations
  - decision-making tools to support effective deliberations on exclusions and suspensions
  - decision-making tools to support complex case management.
- The Department believes that the following core elements should be included in the project scope:
  - theoretical frames of child development
  - focus on effective interventions and complex case management
  - reasonable adjustment requirements
  - collection and analysis of data (student, class and school level)
  - development of individual plans which embed evidence based goal writing
  - ongoing monitoring and review strategies
  - whole of school and multidisciplinary approaches across school staff
  - effective parent engagement
  - use of a technology platform to promote engagement and ease of use.
- The aim is to ensure that principals and school personnel have ready access to knowledge and tools so they are not directly or indirectly discriminating against students with ASD. The

goal is to equip all staff to provide reasonable adjustments so these students have an opportunity to engage in meaningful and quality education programs alongside their peers.

### **Resource Implications**

It is envisaged that a university or research organisation will be contracted to complete this work at a costing of up to \$500,000. This will include: the research component; the associated product development of professional support and resource materials; and models for implementation of these materials. These aspects will be trialled prior to finalisation.

### **Results of Consultation**

A tender approach will occur to contract a university or research organisation to complete this project. The successful tender will include consultation with relevant stakeholders (academic, education personnel) as part of the project.

### **Recommendation**

That the Executive Management Board:

1. Approve the scope and expenditure of \$500,000 for the ASD and Complex Behaviour Professional Development Project
2. Note that an invitation to offer will be utilised for the project.

### **Right to Information**

I am of the view that the **contents** in this brief **are not suitable** for **administrative release**,  
<http://education.qld.gov.au/strategic/eppr/information/ifmpr012/adminaccess.pdf>

I am of the view that the **attachments** contained in this brief **are not suitable** for  
**administrative release**,  
<http://education.qld.gov.au/strategic/eppr/information/ifmpr012/adminaccess.pdf>

I am of the view that attachments in this brief **are not suitable** for **proactive publication** on the  
DETE website.  
<http://deta.qld.gov.au/right-to-information/>



## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

### Action required: With Correspondence

**Routine** – information to support non-urgent correspondence.

**SUBJECT: TEACHER RESOURCES TO ASSIST STUDENTS WITH DISABILITIES AT** s.47(3)(b) - Cd  
**STATE SCHOOL**

### Summary of key objectives

- Provide background and factual information regarding concern by s.47(3)(b) - Contrary to, parent at s.47(3)(b) - State School, about resourcing for the school's Special Education Program.

### Key issues

1. s.47(3)(b) - Contrary to believes that s.47(3)(b) - State School has sustained a loss of three teachers to the Special Education Program in 2014.

### Implications

2. Nil

### Background

3. There are fewer Students With a Disability (SWD) in the special education program at s.47(3)(b) - State School in 2014 (six less than in 2013).
4. s.47(3)(b) - State School SWD enrolment data for 2013 and 2014 (including Quality Assured Prep students) is as follows:

	Students with a verified disability	Fulltime equivalent teacher allocation
2013	93	11
2014	87	10.4

5. The school experienced a reduction of 1.6 Full Time Equivalent (FTE) teachers in 2014 as a response to the new resourcing model and the reduction in SWD numbers.
6. The school applied for an additional allocation and received an additional 1.0 FTE for the remainder of the 2014 school year.
7. Therefore in total the school lost 0.6FTE not the three teachers alleged by the complainant.
8. The Principal is aware that, should the school experience further growth in SWD enrolments and/or changes to complexity, they are able to seek additional resourcing through the regional process.
9. Resources for individual schools do vary from year to year, taking into account a number of factors, including; students moving from one school to another; changes in complexity of the adjustment needs for individual students; new enrolments and new verifications.
10. In 2014, the change from a regional model for distributing SWD resources to a central, state-wide model has led to significant changes in the SWD resources for a number of schools across the state.

**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 background information in relation to correspondence from s.47(3)(b) - Contrary to

**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 Minister

**Chief of Staff's comments**

Action Officer  
Robyn Lloyd  
PAES  
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Region  
Tel: 3386 4117

Endorsed by:  
RD  
Sharyn Donald  
South East Region  
Tel: 5656 6603  
Mob: s.47(3)(b) - Co  
Date: 14/3/14





Office of the Minister for Education,  
Training and Employment

24 APR 2014

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

Level 22 Education House  
30 Mary Street Brisbane 4000  
PO Box 15033 City East  
Queensland 4002 Australia  
Telephone +61 7 3237 1000  
Facsimile +61 7 3211 8011  
Email education@ministerial.qld.gov.au

Dear s.47(3)(b) -

Thank you for your email dated 26 February 2014 to the Honourable John-Paul Langbroek MP, Minister for Education, Training and Employment, regarding additional resourcing to s.47(3)(b) - State School to support students with a disability. The Minister has asked me to respond on his behalf.

The Minister was pleased to hear about the support your daughter has been receiving at s.47(3)(b) - State School through the Special Education Program and the Green Room. I can see from your letter that you are committed to ensuring that your daughter is supported at school, and I note your concerns about the allocation of teachers at the school in 2014 who provide this support.

Please be assured that the Department of Education, Training and Employment is committed to providing a quality education for all students in Queensland State Schools, including the delivery of strong education outcomes for students with a disability. Inherent to this commitment is ensuring there is an appropriate level of resourcing to support the delivery of curriculum to achieve the best outcomes for students from Prep to Year 12, including additional resources to ensure that students with a disability learn to their potential.

As you may be aware, state schools are resourced with initial allocations at the start of each year on the basis of student numbers at day eight of the school year. In addition to this initial allocation, schools receive a second allocation for students who have a diagnosed disability. The Department's overall allocation to support students with a disability across the State has increased in 2014, with an additional 188.59 full-time equivalent teacher and 4807.28 teacher aides per week allocated to special schools and special education programs.

Resources to individual schools, including s.47(3)(b) - State School, can vary from year to year depending on the educational needs of the students and the school. The annual distribution of resources for students with disabilities takes into account a number of factors including student movement from one school to another, changes in the complexity of the adjustment needs required for individual students, new enrolment, new verifications and new schools.

s.47(3)(b) - State School's initial allocation did see a 1.6 fulltime equivalent change in its teacher allocation due to a decrease in the number of students with disability in the special education program. s.47(3)(b) - Contrary to Pul Principal, has confirmed that the school sought an increased allocation of 1 fulltime equivalent teacher through the South East Regional Office, which became available on 12 March 2014. Please be assured that the school has not lost an allocation of three teachers.

Schools' partnerships with parents and the local community is a key to ensuring our young people receive the support they need to achieve their goals. I encourage you to work with s.47(3)(b) - Contra and staff at s.47(3)(b) - State School if there are any issues with the ongoing support provided by the school.

Thank you for bringing your concerns to the Minister's attention and I trust this information clarifies the support provided at s.47(3)(b) - State School. I wish your daughter well in her continuing education.

Should you wish to discuss this matter further, I invite you to contact s.47(3)(b) - Contrar on telephone s.47(3)(b) - Q.

Yours sincerely



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

Ref: 14/75853

Cc: Ms Desley Scott MP, Member for Woodridge

Released under RTI by DET



# School Incidents Alert Notification

United in our pursuit of excellence

**Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports**

**Statement as at:** 4.00pm 27 Feb 2013

**Status:** New

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

**Region:** DDSW

**School Contact Name:** s.47(3)(b) - Contrary to Public Interest  
(Principal)

**Region Contact Name:** John Mulcahy

**Telephone:** s.47(3)(b) - Contrary to Public Interest  
**Mobile:** s.47(3)(b) - Contrary to Public Interest

**Telephone:** 07 4616 9114 mobile s.47(3)(b) - Contrary to Public Interest

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

**Date of incident:** 27 February 2013

**Incident involving:** (delete non-applicable categories)

Student

**Nature of incident:** (delete non-applicable categories)

Harm/Injury

**Emergency services involvement:** No

**Lockdown** No

**Media involvement:**

None at this time,

## Summary:

- A s.47(3)(b) - Contrary to Public Interest year old female student from s.47(3)(b) - Contrary to Public Interest School jumped from a school bus when travelling home from school on a s.47(3)(b) - Contrary to Public Interest Coach in close proximity to s.47(3)(b) - Contrary to Public Interest School.
- The student is diagnosed with profound autism.
- The student jumped out of the bus, ran across traffic and jumped into a water course. The adult bus attendant/supervisor followed the student and took her back to the bus and changed her into dry clothes. The student was not injured.
- The incident was witnessed by a teacher-aide from s.47(3)(b) - Contrary to Public Interest School, who assisted the bus attendant recover the student.
- The bus driver and attendant delivered the student home and informed the student's mother of the incident.

## Actions

- The Deputy Principal of s.47(3)(b) - Contrary to Public Interest School contacted the parents of the student to ensure that the student arrived home safely and was not injured. The student's father was very upset and indicated that he is seeking legal advice.

## Outcome

- A meeting is planned for Wednesday, 28 February 2013, between s.47(3)(b) - Contrary to Public Interest School Deputy Principal and the parents to talk through the events that have occurred and to determine if bus travel is the best option for the student at this time.

## Risks

What are the identified risks and how are they being mitigated or managed?

- In consultation, the school will undertake a risk assessment to determine the most appropriate method of transport.

## Media

Have CCM been advised?

- In this advice.

Have any media outlets arrived or approached school?

- No

## Updates:

Region to complete this section only when/if updating information

- 

## Date of update:

- 

## Approval

**APPROVED – Y**  
PRINCIPAL

**APPROVED – Y**  
REGIONAL DIRECTOR



**Queensland**  
Government

# School Incidents Alert Notification

United in our pursuit of excellence

*Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports*

**Statement as at:** 29 April 2013**Status:** New**School:** s.47(3)(b) - Contrary to Public Interest Centre**Region:** Metropolitan**School Contact Name:** s.47(3)(b) - Contrary to**Region Contact Name:** Carmel Davis**Telephone:** s.47(3)(b) - Contra**Telephone:** 3422 8351**Electorate:****Date of incident:** 29 April 2013**Incident involving:** Student and Staff**Nature of incident:** Harm/Injury**Emergency services involvement:** Yes – QPS and QAS**Lockdown:** No**Media involvement:** Yes – Channel 7**Summary:**

- At approximately 1.30pm today, a male Year s. student attending the s.47(3)(b) - Contrary to Centre threatened self-harm and staff with a knife which he had obtained from the centre's kitchen.
- QPS was called by centre staff and a number of officers attended the incident.
- Staff report that a single photographer from Channel 7 was seen with a camera at the centre's gate.
- QAS were contacted at the direction of QPS.
- The student has been transported to hospital with his mother in attendance.

**Actions**

- Staff attempted to calm the student so that the incident did not escalate further.
- The student has a diagnosis of Autism Spectrum Disorder and has previously threatened self-harm.
- Students in a classroom nearby were removed and continued their instruction in safety and without further disruption.
- The student's parent was contacted and accompanied him to hospital for assessment.



**Risks**

What are the identified risks and how are they being mitigated or managed?

- Risk management of access to knives in the centre's kitchen is being addressed.

**Media**

Have SEP been advised?

- No.

Have any media outlets arrived or approached school?

- Channel 7.

**Updates:**

Region to complete this section only when/if updating information

- 

**Date of update:**

- 

**Approval**

**APPROVED – Y**  
PRINCIPAL

**APPROVED – Y**  
REGIONAL DIRECTOR

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# School Incidents Alert Notification

United in our pursuit of excellence

**Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports**

**Statement as at:** Friday 7 February**Status:** New**School:** s.47(3)(b) - Contrary to Pu School**Region:** South East Region**School Contact Name:** s.47(3)(b) - Contrary to P  
(Principal)**Region Contact Name:** Les Thomson  
(Principal Advisor Education Services)**Telephone:** s.47(3)(b) - Contrary to**Telephone:** 07 33864121**Electorate:****Date of incident:** Friday, 7 February 2014**Incident involving:** Student**Nature of incident:** Violent outburst**Emergency services involvement:** No**Lockdown:** No**Media involvement:** Not at this time.**Summary:**

- On Friday 7 February, a female Year s. student from s.47(3)(b) - Contrary to School received a 10 day suspension for assaulting various staff members. The student's father has accused the Principal of discriminating against his daughter due to her Autism Spectrum Disorder diagnosis. He informed the Principal that he was going to contact the media in relation to this incident and that he intended to get legal advice regarding the alleged discrimination.
- The assault included the stabbing of the Deputy Principal with a pen, punching a teacher aide in the side of her head and slapping the Principal across the face.
- On the morning of Friday 7 February, the student ran away from her class and avoided staff who attempted to approach her. She returned to the classroom after taking a large branch out of the garden and threw this into her classroom through the doorway. This narrowly missed hitting the teacher and a student. A teacher aide from the Special Education Program who was in the classroom, was punched in the head by the student. A teacher and the teacher aide escorted the student to the Deputy Principals office, where she was restrained by staff trained in the non-violent crises intervention method.

- On Friday 31 January, the student had received a 5 day suspension for assaulting school staff. The student resumed school on Friday 7 February. The student's father did not attend the re-entry meeting. The father had previously attended other re-entry meetings following the student's previous suspensions.

**Actions:**

- The Deputy Principal applied first aid to himself.
- The Principal has made arrangements for the student to attend an Intensive Behaviour Centre (Behaviour Support Unit) for 3 days per week during the 10 day suspension.

**Outcome:**

- The Principal has arranged for support services to be available for staff involved with the incident
- Regional Office staff have advised the Principal that the Employee Advisor service is available for school staff, should it be required.

**Risks:**

- Media interest due to the father indicating he would approach the media – this is being managed by preparing this alert and staying in contact with the school.

**Media:**

Have CCM been advised?

- Via this alert.

Have any media outlets arrived or approached school?

- **Not at this time**

**Updates:** *(Region to complete this section only when/if updating information)*

**Date of update:**

**Approval:**

**APPROVED – Y**  
PRINCIPAL

**APPROVED –**  
REGIONAL DIRECTOR



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Government**



# School Incidents Alert Notification



United in our pursuit of excellence

**Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports**

**Statement as at:** 7 Feb 2013

**Status:** New / Update

**School:**

**Region:** South East

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

**School Contact Name:**

**Region Contact Name:**

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

Vicki McAndrew

**Telephone:**

**Telephone:**

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

5562 4812

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

**Date of incident:** 7 Feb 2013

**Incident involving:** (delete non-applicable categories)

Student

**Nature of incident:** (delete non-applicable categories)

Potential Harm/Injury

**Emergency services involvement:** Yes QPS

**Lockdown:** No

**Media involvement:** No

## Summary:

- At 3pm a parent arrived at school to collect her son who is in year s.47
- The student has a diagnosed autistic spectrum disorder and is non-verbal.
- He was not waiting at the designated pick up point near the school gate.
- A search of school grounds and surrounds has failed to locate him.
- He has behaved similarly in the past.

## Actions

- QPS has been contacted and alerted to circumstances of the boy's disappearance.
- Principal is supporting mother and will remain at the school awaiting police advice.

## Outcome

- At 4.45 pm principal called to say he and another teacher had located the student at the local train station
- Principal contacted mother and QPS who will both attend- mother to collect her son, and police to "close the case".

**Risks**

What are the identified risks and how are they being mitigated or managed?

- 

**Media**

Have CCM been advised?

- Via this alert

Have any media outlets arrived or approached school?

- No

**Updates:**

Region to complete this section only when/if updating information

**Date of update:**

- 

**Approval**

**APPROVED – Y**  
PRINCIPAL

**APPROVED – Y**  
REGIONAL DIRECTOR

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**Queensland**  
Government

# Health and Safety Incident Recording, Notification and Management

## School incidents alert notification

**Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports**

**Statement as at:** 1 May 2014

**Status:** New

**School:** s.47(3)(b) - Contr School

**Date of incident:** 1 May 2014

**Incident involving:** *(delete non-applicable categories)*

Staff    Students

**Nature of incident:** *(delete non-applicable categories)*

Harm/Injury

**Emergency services involvement:** Yes      Police

**Lockdown:** Yes

**Media involvement:** Yes (We believe the Police intercepted Channel 7 at the front of the school and sent them away)

### Summary:

- A parent reported yesterday afternoon that a student (s.4 year old) had a knife in his bag.
- Today, Principal removed his bag, locked it in the Admin safe and called his mother immediately.
- Mother arrived. Principal and mother collected student to check his bag. No knife was found at school.

### Actions

- Principal believed that the knife was in the bag yesterday. Student denied it and became angry.
- As mother was leaving the grounds with the student he ran away and situation escalated.
- As a precaution school went into lock down for a short time and then message given to class to continue working with rooms secured until further notice (approx. 9:45 – 10:30).
- Principal and Guidance Officer kept an eye of student as he refused to go home with mother.
- Police called at approx. 9:55am
- Mother rang when she got home to let Principal know she'd found the knife in his drawer at home. Father had cleaned out knives at home and student and his brother had removed them from the pile and kept them.
- Mother has given permission to also check brother's bag.

### Outcome

- Principal currently talking with other students including brother - other students have been aware of him having a knife and haven't reported it.
- Students have reported that the student made threatening comments towards another student yesterday afternoon on his way out of school grounds and towards Principal and mother today.
- Student will be suspended (time to be determined).
- Student and Parents being supported through Autism Qld, RAI Team Counsellor, Headspace, Behaviour Support Team and Case Manager at school.



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Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document. Page 1 of 2



- Brief note to be sent home to parents today to advise of lock-down

### **Risks**

What are the identified risks and how are they being mitigated or managed?

- Principal will follow-up with students about the importance of reporting dangerous behaviours similar to this.
- Principal will support and monitor students who have been threatened.

### **Media**

Have CCM been advised?

•

Have any media outlets arrived or approached school?

•

### **Updates:**

Region to complete this section only when/if updating information

•

### **Date of update:**

•

Approval

**APPROVED – Y  
PRINCIPAL**

**APPROVED – Y  
REGIONAL DIRECTOR**

**APPROVED Y/N  
ASSISTANT D-G**

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# School Incidents Alert Notification



United in our pursuit of excellence

**Region to provide dot points concerning critical incidents involving staff or students.  
RD to approve all incident reports**

**Statement as at:** 3 March 2014

**Status:** New

**School:** s.47(3)(b) - Contrary to School

**Region:** DDSW

**School Contact Name:** s.47(3)(b) - Contrary to  
Principal

**Region Contact Name:** John Mulcahy

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

**Telephone:** s.47(3)(b) - Contrary to

**Electorate:**

**Date of incident:** 3/3/2014

**Incident involving:** (delete non-applicable categories)

Other Person/s

**Nature of incident:** (delete non-applicable categories)

Harm/Injury

**Emergency services involvement:** Yes No

**Lockdown:** No

**Media involvement:** No

## Summary:

- s.47(3)(b) - Contrary to Public Interest earlier today. This was confirmed by Queensland Police Service (s.47(3)(b) Police) at 4.30pm. Early reports indicate that the incident happened at home.
- s.47(3)(b) - Contrary to Public Interest
- Student attended school for a full day today and was collected by grandmother.
- Child resides with both parents. No other siblings enrolled at the school.
- s.47(3)(b) - Contrary to Public Interest has not been identified.

## Actions

- There will be guidance officer, chaplain support and student services support available at the school on Tuesday 4 March 2014, to support the school community.

## Outcome

-

### Risks

What are the identified risks and how are they being mitigated or managed?

- Support being provided to the school.

### Media

Have CCM been advised?

- In this advice.

Have any media outlets arrived or approached school?

- No

### Updates:

Region to complete this section only when/if updating information

•

**Date of update: 4 March 2014**

- 4 March 2014, the Principal of the school has provided the following updates;
- The Year s. student is at school today and was brought to school by his grandmother.
- The grandmother confirmed that the student's s.47(3)(b) - Contrary to Public Interest, and that s.47 is currently still in hospital.
- The student is said to be aware of what has happened and is going to visit his s.47 this afternoon.
- The student has Autism Spectrum Disorder and hasn't at this stage expressed any emotion at school in relation to this matter.
- The chaplain and special education teacher will provide support to the student today, as he needs it. The school expects it may take a few days for the event to be completely processed the student, and the class teacher will keep a close eye on his behaviour, attitudes and needs.
- The grandmother will continue to communicate with the school in relation to this matter.

### Approval

**APPROVED – Y**  
**PRINCIPAL**

**APPROVED – Y**  
**REGIONAL DIRECTOR**



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**Government**