

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

**SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest
AND [REDACTED] s47(3)(b) - Contrary to the Public Interest [REDACTED] s47(3)(b) - Contrary to the Public Interest FOR THE QUARTER
ENDED 31 DECEMBER 2020**

Summary of key objectives

- To provide the Minister with information on the derivative transactions entered into by [REDACTED] s47(3)(b) - Contrary to the Public Interest and [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 December 2020.

Key issues

- A derivative is a financial transaction designed to lower the risk of changes in the exchange rate between the Australian dollar and a foreign currency for a product or service purchased from overseas. While the transaction relates to a particular service or product, it is not the contract to purchase that product or service.
- A derivative is a stand-alone financial arrangement outside the purchase contract. For example, [REDACTED] s47(3)(b) - Contrary to the Public Interest regularly undertakes derivative transactions to lower the risk of changes in the exchange rate between various currencies and the Australian dollar that may arise from the purchase of [REDACTED] s47(3)(b) - Contrary to the Public Interest. The contract to purchase these [REDACTED] s47(3)(b) - Contrary to the Public Interest is a separate arrangement.
- Section 53(2) of the *Statutory Bodies Financial Arrangements Act 1982* (the SBFA Act) allows statutory bodies to enter into a derivative transaction only if:
 - the body is prescribed, under a regulation, as a statutory body that may enter into derivative transactions; and
 - the Treasurer's approval has been given to enter into the specific derivative transactions.
- [REDACTED] s47(3)(b) - Contrary to the Public Interest are prescribed under the *Statutory Bodies Financial Arrangements Regulation 2007* (the SBFA Regulation) as statutory bodies that may enter into these transactions and they have the Treasurer's specific approval to do so.
- Under section 57 of the SBFA Act, it is a requirement that the relevant Minister must monitor derivative transactions entered into. Statutory bodies are required to provide quarterly reports on these transactions to the Treasurer and relevant Minister.
- Derivative transaction reports from [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 December 2020 are provided at **Attachments 1 and 2**.
- The Finance Branch is satisfied that [REDACTED] s47(3)(b) - Contrary to the Public Interest have fulfilled their reporting requirements in so far as:
 - the reports align with Queensland Treasury's *Derivative Transactions Policy Guidelines*;
 - only permitted derivative transactions have been entered into; and
 - the transactions entered into are in accordance with the Treasurer's specific approvals.

8. The Finance Branch is satisfied that [REDACTED] are operating within the requirements of their respective approvals, have met their administrative requirements and there are no other issues in relation to the transactions which require the Minister's attention.
9. The requirements of section 57 of the SBFA Act are considered satisfied for the quarter ended 31 December 2020.

Financial Implications

[REDACTED] have not advised any impact that the COVID-19 health pandemic crisis has had on their respective derivative transactions. The transactions entered into are not material in the context of [REDACTED] overall financial position.

Legal Implications

11. This information is commercial-in-confidence as it relates to operating processes and business decisions of [REDACTED]

Human rights

12. There are no human rights impacts.

Background

13. Under the SBFA Act, derivative transactions are defined as those entered into for managing or varying financial returns or financial or currency risks. Examples include forward agreements, futures contracts, options and swaps.
14. In accordance with the SBFA Regulation, [REDACTED] are each prescribed as a statutory body that may enter into derivative transactions, satisfying section 53(2) of the SBFA Act.
15. Upon receipt of the quarterly reports, the Finance Branch reviewed and risk assessed the reports to ensure that [REDACTED] were conforming to the necessary requirements regarding derivatives.

Recommendations

s47(3)(b) - Contrary to the Public Interest

That the Minister **note** the derivative transactions entered into by s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 December 2020 (Attachments 1 and 2).

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

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education
Minister for Industrial Relations
Minister for Racing

GRACE GRACE MP
Minister for Education
Minister for Industrial Relations and
Minister for Racing

/ /

/ /

Minister's comments

Endorsed by:
 Jayenne Conroy
 A/Director
 Business Solutions and Advice

Ph: (07) 3034 5000
 Date: 19/01/2021

Endorsed by:
 Duncan Anson
 A/Deputy Director-General
 Corporate Services
 Ph: (07) 3034 4771
 Date: 21/01/2021

Endorsed by:
 Paul Hynes
 A/Executive Director
 Financial Strategy and Advice

Ph: (07) 3513 6610
 Date: 20/01/2021

Endorsed by:
 Tony Cook
 Director-General

Ph: (07) 3034 4752
 Date:

Endorsed by:
 Alison Mohr
 A/Assistant Director-General and
 Chief Finance Officer
 Finance Branch
 Ph: (07) 3513 6601
 Date: 20/01/2021

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest
AND [REDACTED] s47(3)(b) - Contrary to the Public Interest FOR THE QUARTER
ENDED 31 DECEMBER 2020

Summary of key objectives

- To provide the Minister with information on the derivative transactions entered into by [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 December 2020.

Key issues

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Financial Implications

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Recommendations

That the Minister **note** the derivative transactions entered into by **s47(3)(b) - Contrary to the Public Interest** for the quarter ended 31 December 2020 (Attachments 1 and 2).

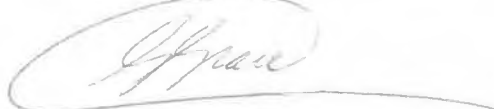
NOTED

APPROVED/NOT APPROVED
ENDORSED/NOTED



SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education
Minister for Industrial Relations
Minister for Racing

12/02/21



GRACE GRACE MP
Minister for Education
Minister for Industrial Relations and
Minister for Racing

15/02/2021

Minister's comments

Endorsed by:
Jayenne Conroy
A/Director
Business Solutions and Advice

Ph: (07) 3034 5000
Date: 19/01/2021

Endorsed by:
Duncan Anson
A/Deputy Director-General
Corporate Services
Ph: (07) 3034 4771
Date: 21/01/2021

Endorsed by:
Paul Hynes
A/Executive Director
Financial Strategy and Advice

Ph: (07) 3513 6610
Date: 20/01/2021

Endorsed by:
Tony Cook
Director-General

Ph: (07) 3034 4752
Date: 22/01/2021

Endorsed by:
Alison Mohr
A/Assistant Director-General and
Chief Finance Officer
Finance Branch
Ph: (07) 3513 6601
Date: 20/01/2021

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required by: 11 February 2021

Routine

SUBJECT: REQUEST TO VARY THE 2020–21 STATE BORROWING PROGRAM

Summary of key objectives

- To request the Director-General sign the letter to the Under Treasurer (**Attachment 1**) to request a variation to the 2020–21 State Borrowing Program (SBP).

Key issues

- On 12 March 2020, the Finance Branch wrote to the 15 universities and grammar schools inviting them to apply for inclusion in the 2020–21 SBP. In light of the COVID-19 crisis, the Finance Branch wrote again to the universities and grammar schools on 6 April 2020 to advise that application for inclusion in the 2020–21 SBP may be sought later in the year. Should this occur, Queensland Treasury (QT) had advised that statutory bodies may seek a variation when their borrowing needs for 2020–21 are known.
- By the time SBP submissions were due to QT, only two universities and two grammar schools had formally proposed to borrow from the Queensland Treasury Corporation (QTC) during 2020–21.
- On 26 June 2020, the Under Treasurer approved the following global borrowing allocation limits (GBAL) under the SBP for universities, grammar schools and Parents and Citizens' Associations (P&C) (**Attachment 2**):

Project	Allocation Type	Amount
Grammar schools and P&Cs	QTC borrowing	\$8.280 million
Grammar schools and P&Cs	Other borrowing	\$0.150 million
Grammar schools and P&Cs	Working capital	\$10.500 million
Universities	QTC borrowing	\$209.492 million
TOTAL		\$228.422 million

Note: Following QT advice, the grammar schools' GBAL was expanded to include an allocation for P&Cs. The introduction of a borrowing allocation for P&Cs from 2020-21 provides clarity going forward that P&Cs are included under the approved limit.

- This variation request relates only to the GBAL for grammar schools and P&Cs. The GBAL that is currently allocated to universities is deemed sufficient.
- Of the \$8.28 million in allocated QTC borrowings for grammar schools and P&Cs, \$0.984 million relates to P&Cs while \$7.296 million relates to grammar schools. The allocation for P&Cs was derived by taking the average level of approved P&C borrowings over the past three financial years from 2017–18 to 2019–20, and adding a 20% contingency factor. The 20% contingency factor is intended to allow for variations as the Finance Branch has no foresight into the quantum of loan borrowings sought from P&Cs.

6. As at 15 January 2021, the Department of Education has approved a total of \$5.395 million in QTC borrowings for grammar schools and P&Cs, with the breakdown as follows:
- approval for six P&Cs to access QTC borrowings totalling \$1.445 million. Therefore, to date, the current GBAL for P&Cs has been under-allocated by \$0.461 million; and
 - s47(3)(b) - Contrary to the Public Interest
7. For the remainder of 2020–21, the following proposed borrowing requests may eventuate:
- s47(3)(b) - Contrary to the Public Interest
 -
 - P&Cs: based on the number of loan application enquiries that the Finance Branch has received from P&Cs across Queensland, it is likely that P&Cs will continue to formally seek loan borrowings for the remainder of 2020–21.
8. To cater for potential formal borrowing requests from grammar schools and P&Cs for the remainder of 2020–21, it is proposed that a variation request be made to QT to increase the GBAL for grammar schools and P&Cs from \$8.28 million to \$28.796 million. The basis for the revised GBAL is as follows:
- grammar schools: with a current limit of \$7.296 million, it is proposed that the limit be increased by \$19 million to \$26.296 million. This increase will predominantly cater for s47(3)(b) - Contrary to the Public Interest
 - s47(3)(b) - Contrary to the Public Interest and
 - P&Cs: with a current limit of \$0.984 million, which has already been surpassed, it is proposed that the limit be increased to \$2.5 million.

Human rights

9. There are no human rights impacts identified.

Background

10. The department, on behalf of its portfolio statutory bodies, is required to submit proposed borrowing requirements for the annual SBP to QT.
11. The approval of borrowings under the SBP is a two-step process. Step 1 is the inclusion of proposed borrowings in the SBP, which involves QT approving the GBAL. Step 2 is the formal legislative approval of the individual borrowing and the drawdown of funds. The more detailed assessment of the loan and the individual borrowing approval (termed the legislative approval) will occur as part of Step 2.
12. The approved GBAL remains current unless revoked. It is the department's responsibility to monitor the use of the GBAL and seek prior approval for variations to the GBAL when required.

13. The final legislative approval, including a detailed borrowing capacity assessment, occurs when the statutory body seeks to draw down the proposed borrowings. At that point, the department may also request that QTC undertakes a detailed borrowing capacity assessment.

Recommendation

That the Director-General **sign** the letter to the Under Treasurer (**Attachment 1**) to request a variation to the 2020–21 State Borrowing Program.

NOTED / APPROVED / NOT APPROVED

TONY COOK
Director-General
Department of Education

/ /

☐ Copy to Minister's Office

Director-General's comments

Action Officer
 Leon Toh
 Senior Finance and
 Assurance Officer
 Business Solutions
 and Advice

Endorsed by:
 Jayenne Conroy
 A/Director
 Business Solutions
 and Advice
 Ph: (07) 3034 5000
 Date: 28/01/2021

Endorsed by:
 Paul Hynes
 A/Executive Director
 Financial Strategy and
 Advice
 Ph: (07) 3513 6601
 Date: 28/01/2021

Endorsed by:
 Alison Mohr
 A/Assistant Director-
 General and Chief
 Finance Officer
 Finance Branch
 Ph: (07) 3513 6601
 Date: 02/02/2021

Endorsed by:
 Duncan Anson
 A/Deputy Director-
 General
 Corporate Services
 Ph: (07) 3034 4771
 Date: 03/02/2021

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required by: 11 February 2021

Routine

SUBJECT: REQUEST TO VARY THE 2020–21 STATE BORROWING PROGRAM

Summary of key objectives

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Key issues

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6. As at 15 January 2021, the Department of Education has approved a total of \$5.395 million in QTC borrowings for grammar schools and P&Cs, with the breakdown as follows:

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s47(3)(b) - Contrary to the Public Interest

7. For the remainder of 2020–21, the following proposed borrowing requests may eventuate:

s47(3)(b) - Contrary to the Public Interest

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s47(3)(b) - Contrary to the Public Interest

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- P&Cs: with a current limit of \$0.984 million, which has already been surpassed, it is proposed that the limit be increased to \$2.5 million.

Human rights

9. There are no human rights impacts identified.

Background

10. The department, on behalf of its portfolio statutory bodies, is required to submit proposed borrowing requirements for the annual SBP to QT.
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13. The final legislative approval, including a detailed borrowing capacity assessment, occurs when the statutory body seeks to draw down the proposed borrowings. At that point, the department may also request that QTC undertakes a detailed borrowing capacity assessment.

Recommendation

That the Director-General **sign** the letter to the Under Treasurer (**Attachment 1**) to request a variation to the 2020–21 State Borrowing Program.

NOTED / APPROVED / NOT APPROVED

Tony Cook
TONY COOK
 Director-General
 Department of Education

4, 2, 2021

☐ Copy to Minister's Office

Director-General's comments

Action Officer
 Leon Toh
 Senior Finance and
 Assurance Officer
 Business Solutions
 and Advice

Endorsed by:
 Jayenne Conroy
 A/Director
 Business Solutions
 and Advice

Ph: (07) 3034 5000
 Date: 28/01/2021

Endorsed by:
 Paul Hynes
 A/Executive Director
 Financial Strategy and
 Advice

Ph: (07) 3513 6601
 Date: 28/01/2021

Endorsed by:
 Alison Mohr
 A/Assistant Director-
 General and Chief
 Finance Officer
 Finance Branch

Ph: (07) 3513 6601
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Endorsed by:
 Duncan Anson
 A/Deputy Director-
 General
 Corporate Services

Ph: (07) 3034 4771
 Date: 03/02/2021

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest AND [REDACTED] s47(3)(b) - Contrary to the Public Interest FOR THE QUARTER ENDED 30 SEPTEMBER 2020

Summary of key objectives

- To provide the Minister with information on the derivative transactions entered into by [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 30 September 2020.

Key issues

- A derivative is a financial transaction designed to lower the risk of changes in the exchange rate between the Australian dollar and a foreign currency for a product or service purchased from overseas. While the transaction relates to a particular service or product, it is not the contract to purchase that product or service.
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Financial Implications

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Legal Implications

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

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education
Minister for Industrial Relations
Minister for Racing

GRACE GRACE MP
Minister for Education
Minister for Industrial Relations and
Minister for Racing

/ /

/ /

Minister's comments

Endorsed by:
 Michael Jones
 Director
 Business Solutions and Advice

Ph: 3513 6708
 Date: 27/10/2020

Endorsed by:
 Duncan Anson
 A/Deputy Director-General
 Corporate Services
 Ph: 3034 4771
 Date: 16/11/2020

Endorsed by:
 Paul Hynes
 A/Executive Director
 Financial Strategy & Advice

Ph: 3513 6610
 Date: 12/11/2020

Endorsed by:
 Tony Cook
 Director-General

Ph: 3034 4752
 Date: / /

Endorsed by:
 Alison Mohr
 A/Assistant Director-General and
 Chief Finance Officer
 Financial Strategy & Advice
 Ph: 3513 6601
 Date: 16/11/2020

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest
AND [REDACTED] s47(3)(b) - Contrary to the Public Interest FOR THE QUARTER
ENDED 30 SEPTEMBER 2020

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Background

12. Under the SBFA Act, derivative transactions are defined as those entered into for managing or varying financial returns or financial or currency risks. Examples include forward agreements, futures contracts, options and swaps.
13. In accordance with the SBFA Regulation, [REDACTED] are each prescribed as a statutory body that may enter into derivative transactions, satisfying section 53(2) of the SBFA Act.
14. Upon receipt of the quarterly reports, the Finance Branch reviewed and risk assessed the reports to ensure that [REDACTED] were conforming to the necessary requirements regarding derivatives.

Recommendations

That the Minister **note** the derivative transactions entered into by **s47(3)(b) - Contrary to the Public Interest** for the quarter ended 30 September 2020 (Attachments 1 and 2).

NOTED


SHARON DURHAM
 Chief of Staff
 Office of the Hon Grace Grace MP
 Minister for Education
 Minister for Industrial Relations
 Minister for Racing

23 / 11 / 20

**APPROVED/NOT APPROVED
 ENDORSED/NOTED**


GRACE GRACE MP
 Minister for Education
 Minister for Industrial Relations and
 Minister for Racing

23 / 11 / 20

Minister's comments

Endorsed by:
 Michael Jones
 Director
 Business Solutions and Advice

Ph: 3513 6708
 Date: 27/10/2020

Endorsed by:
 Duncan Anson
 A/Deputy Director-General
 Corporate Services
 Ph: 3034 4771
 Date: 16/11/2020

Endorsed by:
 Paul Hynes
 A/Executive Director
 Financial Strategy & Advice

Ph: 3513 6610
 Date: 12/11/2020

Endorsed by:
 Tony Cook
 Director-General

Ph: 3034 4752
 Date: 16/11/2020

Endorsed by:
 Alison Mohr
 A/Assistant Director-General and
 Chief Finance Officer
 Financial Strategy & Advice
 Ph: 3513 6601
 Date: 16/11/2020

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest
AND [REDACTED] s47(3)(b) - Contrary to the Public Interest
FOR THE QUARTER
ENDED 31 MARCH 2020

Summary of key objectives

- For the Minister to note the derivative transactions entered into by [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 March 2020.

Key issues

- A derivative is a financial transaction designed to lower the risk of changes in the exchange rate between the Australian dollar and a foreign currency for a product or service purchased from overseas. While the transaction relates to a particular service or product, it is not the contract to purchase that product or service.
- A derivative is a stand-alone financial arrangement outside the purchase contract. For example, [REDACTED] regularly undertakes derivative transactions to lower the risk of changes in the exchange rate between various currencies and the Australian dollar that may arise from the purchase of [REDACTED] s47(3)(b) - Contrary to the Public Interest. The contract to purchase these [REDACTED] s47(3)(b) - Contrary to the Public Interest is a separate arrangement.
- Section 53(2) of the *Statutory Bodies Financial Arrangements Act 1982* (the SBFA Act) allows statutory bodies to enter into a derivative transaction only if:
 - the body is prescribed, under a regulation, as a statutory body that may enter into derivative transactions; and
 - the Treasurer's approval has been given to enter into the specific derivative transactions.

[REDACTED] s47(3)(b) - Contrary to the Public Interest are prescribed under the *Statutory Bodies Financial Arrangements Regulation 2007* (the SBFA Regulation) as statutory bodies that may enter into these transactions and they have the Treasurer's specific approval to do so.
- Under section 57 of the SBFA Act, it is a requirement that the relevant Minister must monitor derivative transactions entered into. Statutory bodies are required to provide quarterly reports on these transactions to the Treasurer and relevant Minister.
- Derivative transaction reports from [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 March 2020 are provided at **Attachments 1 and 2**.
- The Finance Branch has assessed the reports and is satisfied that [REDACTED] s47(3)(b) - Contrary to the Public Interest have fulfilled their reporting requirements in so far as:
 - the reports align with Queensland Treasury's *Derivative Transactions Policy Guidelines*;
 - only permitted derivative transactions have been entered into; and
 - the transactions entered into are in accordance with the Treasurer's specific approvals.

8. The Finance Branch is satisfied that [REDACTED] are operating within the requirements of their respective approvals, have met their administrative requirements and there are no other issues in relation to the transactions which require the Minister's attention.
9. The requirements of section 57 of the SFBA Act are considered to be satisfied for the quarter ended 31 March 2020.

Financial Implications

[REDACTED] have not advised any impact that the COVID-19 crisis has had on their respective derivative transactions. The transactions entered into are not material in the context of [REDACTED] overall financial position.

11. COVID-19 will have an impact on the overall financial performance of [REDACTED] however, this impact is not currently quantifiable.

Legal Implications

12. This information is commercial-in-confidence as it relates to operating processes and business decisions of [REDACTED]

Background

13. Under the SBFA Act, derivative transactions are defined as those entered into for managing or varying financial returns or financial or currency risks. Examples include forward agreements, futures contracts, options and swaps.
14. In accordance with the SBFA Regulation, [REDACTED] are each prescribed as a statutory body that may enter into derivative transactions, satisfying section 53(2) of the SBFA Act.
15. Upon receipt of the quarterly reports, the Finance Branch reviewed and risk assessed the reports to ensure that [REDACTED] were conforming to the necessary requirements regarding derivatives.

Recommendations

That the Minister **note** the derivative transactions entered into by **s47(3)(b) - Contrary to the Public Interest**
s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 March 2020 (**Attachments 1 and 2**).

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

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

/ /

/ /

Minister's comments

Endorsed by:
Michael Jones
Director
Business Solutions and Advice

Ph: 3513 6708
Date: 22/04/2020

Endorsed by:
Duncan Anson
A/Deputy Director-General
Corporate Services
Ph: 3034 4771
Date: 13/05/2020

Endorsed by:
Alison Mohr
Executive Director
Financial Strategy & Advice

Ph: 3513 6610
Date: 22/04/2020

Endorsed by:
Tony Cook
Director-General
Phone: 3034 4752
Date:

Endorsed by:
Duncan Anson
Assistant Director-General and
Chief Finance Officer
Finance Branch
Ph: 3513 6601
Date: 27/04/2020

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: DERIVATIVE TRANSACTIONS ENTERED INTO BY [REDACTED] s47(3)(b) - Contrary to the Public Interest
AND [REDACTED] s47(3)(b) - Contrary to the Public Interest FOR THE QUARTER
ENDED 31 MARCH 2020

Summary of key objectives

- For the Minister to note the derivative transactions entered into by [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 March 2020.

Key issues

- A derivative is a financial transaction designed to lower the risk of changes in the exchange rate between the Australian dollar and a foreign currency for a product or service purchased from overseas. While the transaction relates to a particular service or product, it is not the contract to purchase that product or service.
- A derivative is a stand-alone financial arrangement outside the purchase contract. For example, [REDACTED] regularly undertakes derivative transactions to lower the risk of changes in the exchange rate between various currencies and the Australian dollar that may arise from the purchase of [REDACTED] s47(3)(b) - Contrary to the Public Interest. The contract to purchase these [REDACTED] s47(3)(b) - Contrary to the Public Interest is a separate arrangement.
- Section 53(2) of the *Statutory Bodies Financial Arrangements Act 1982* (the SBFA Act) allows statutory bodies to enter into a derivative transaction only if:
 - the body is prescribed, under a regulation, as a statutory body that may enter into derivative transactions; and
 - the Treasurer's approval has been given to enter into the specific derivative transactions.

[REDACTED] s47(3)(b) - Contrary to the Public Interest are prescribed under the *Statutory Bodies Financial Arrangements Regulation 2007* (the SBFA Regulation) as statutory bodies that may enter into these transactions and they have the Treasurer's specific approval to do so.
- Under section 57 of the SBFA Act, it is a requirement that the relevant Minister must monitor derivative transactions entered into. Statutory bodies are required to provide quarterly reports on these transactions to the Treasurer and relevant Minister.
- Derivative transaction reports from [REDACTED] s47(3)(b) - Contrary to the Public Interest for the quarter ended 31 March 2020 are provided at **Attachments 1 and 2**.
- The Finance Branch has assessed the reports and is satisfied that [REDACTED] s47(3)(b) - Contrary to the Public Interest have fulfilled their reporting requirements in so far as:
 - the reports align with Queensland Treasury's *Derivative Transactions Policy Guidelines*;
 - only permitted derivative transactions have been entered into; and
 - the transactions entered into are in accordance with the Treasurer's specific approvals.

8. The Finance Branch is satisfied that [REDACTED] are operating within the requirements of their respective approvals, have met their administrative requirements and there are no other issues in relation to the transactions which require the Minister's attention.
9. The requirements of section 57 of the SFBA Act are considered to be satisfied for the quarter ended 31 March 2020.

Financial Implications

10. [REDACTED] have not advised any impact that the COVID-19 crisis has had on their respective derivative transactions. The transactions entered into are not material in the context of [REDACTED] overall financial position.
11. COVID-19 will have an impact on the overall financial performance of [REDACTED] however, this impact is not currently quantifiable.

Legal Implications

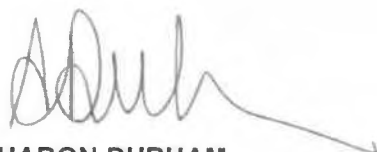
12. This information is commercial-in-confidence as it relates to operating processes and business decisions of [REDACTED]

Background

13. Under the SBFA Act, derivative transactions are defined as those entered into for managing or varying financial returns or financial or currency risks. Examples include forward agreements, futures contracts, options and swaps.
14. In accordance with the SBFA Regulation, [REDACTED] are each prescribed as a statutory body that may enter into derivative transactions, satisfying section 53(2) of the SBFA Act.
15. Upon receipt of the quarterly reports, the Finance Branch reviewed and risk assessed the reports to ensure that [REDACTED] were conforming to the necessary requirements regarding derivatives.

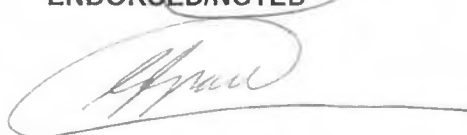
Recommendations

That the Minister **note** the derivative transactions entered into by **s47(3)(b) - Contrary to the Public Interest** for the quarter ended 31 March 2020 (**Attachments 1 and 2**).

NOTED


SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

19/05/20

**APPROVED/NOT APPROVED
ENDORSED/NOTED**


GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

20/5/20

Minister's comments

Endorsed by:
 Michael Jones
 Director
 Business Solutions and Advice

Ph: 3513 6708
 Date: 22/04/2020

Endorsed by:
 Duncan Anson
 A/Deputy Director-General
 Corporate Services
 Ph: 3034 4771
 Date: 13/05/2020

Endorsed by:
 Alison Mohr
 Executive Director
 Financial Strategy & Advice

Ph: 3513 6610
 Date: 22/04/2020

Endorsed by:
 Tony Cook
 Director-General

Phone: 3034 4752
 Date: 15/5/2020

Endorsed by:
 Duncan Anson
 Assistant Director-General and
 Chief Finance Officer
 Finance Branch
 Ph: 3513 6601
 Date: 27/04/2020

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required: 2 April 2020

Urgent: Approval required ASAP to ensure communications are distributed before the end of Term 1, 2020.

SUBJECT: VIABILITY OF OUTSIDE SCHOOL HOURS CARE SERVICES IN QUEENSLAND STATE SCHOOLS.

Summary of key objectives

- To seek the Director-General's approval to temporarily waive all fees payable to Queensland state schools by outside school hours care (OSHC) providers for the provision of OSHC services in accordance with the *Financial Accountability Act 2009* and the Department of Education's Finance Delegations to support business continuity and sustainability of OSHC services during the COVID-19 public health issue.
- To seek the Director-General to direct principals to waive the fees payable by OSHC providers to Queensland state schools.
- For the Director-General to note that if approved, communication will be required to be released to all providers and state schools prior to the end of Term 1, 2020.

Key issues

1. Queensland, like all other states and territories, is currently responding to the public health issue of COVID-19, and as part of the Department of Education's response to this evolving situation, consideration has been given to the importance of OSHC services within Queensland communities.
2. To support the business continuity and sustainability of OSHC providers and services during COVID-19, the department is proposing to temporarily waive all payable fees by OSHC providers to Queensland state schools. At present, it is proposed the suspension timeframe would take effect from 30 March 2020 until further notice.
3. The New South Wales and Victorian governments recently announced that all fees will be waived for OSHC providers during the COVID-19 crisis, with Western Australia preparing for similar announcements.
4. Suppliers on the Pre-qualified Panel of OSHC Providers (PQP101234) (PQP) and other industry stakeholders have raised concerns to the department in relation to the impacts COVID-19 is having on their services including the significant reduction in student attendance within their services. For example, the OSHC service at Jindalee State School reported having 12 children out of the normal 180 children attending at the commencement of the week beginning 30 March 2020.
5. Suppliers are working hard to ensure, where viable, that services remain open for parents and caregivers, particularly for those employed in essential services key to ensuring the continuity of the community such as frontline medical workers, Queensland Police Service and supermarket employees.

6. The department is continuing to work closely with the service providers and has established a COVID-19 OSHC Working Group which is meeting frequently. On 31 March 2020, the OSHC sector advised current enrolment patterns for upcoming vacation care and preliminary views on the Australian Government's Job Keeper program announced on 30 March 2020.
7. Across the whole sector generally vacation care enrolments are reported as being currently around 35% of normal enrolments and continue to decrease daily.
8. s47(3)(b) - Contrary to the Public Interest
[REDACTED]
9. Consolidation of service provision for vacation care in schools in close proximity to one another is occurring.
10. s47(3)(b) - Contrary to the Public Interest
[REDACTED]
11. The Australian Government's Job Keeper program has been well received by the OSHC sector and they are optimistic. The inclusion of casual workers is an important element, as the OSHC workforce is predominately a casual workforce. It is anticipated this package may support services. The sector is working through the proposal including the eligibility and the implications, particularly the 30% downturn requirements and noting that payments will not flow until May.
12. Regardless of this announcement, further measures are required to ensure these services are operational in the recovery phase of COVID-19 and when demand for these essential services return.

Implications

13. Term 1, 2020 ends on Friday, 3 April 2020 and as state schools close for the break, suppliers have indicated that the lack of financial viability will result in them being unable to provide vacation care, which will eliminate an important service which enables parents and care givers to continue to participate in employment.
14. There is a risk that the ongoing financial uncertainty may result in some school OSHC services remaining closed for the foreseeable future therefore not re-opening for the start of Term 2 of the school year.
15. An early announcement by the department regarding a remission of fees to be paid to state schools prior to the start of the school holidays may assist providers in keeping more services open in Term 2 and maintain staff employment.
16. During 2018–19, the value of fees, income and other costs recovered by Queensland state schools from OSHC suppliers was approximately \$28.5 million.
17. To ensure all Queensland state schools abide by the decision of the Director-General to temporarily waive the payment of fees by OSHC providers, the Director-General may give a direction to principals:
 - a. either generally, as the responsible officer for the department; or
 - b. under section 9 of the *Education (General Provisions) Regulation 2017* (EGPR), as the Director-General has delegated his power to give permission to use state school premises under section 13 of the EGPR to principals.

18. As the Director-General holds the power to give permission to use state school premises under section 13 of the EGPR, the Director-General may also make the decision to waive all payable fees and communicate it to principals and OSHC providers without giving a formal direction under section 9 of the EGPR, despite that power being delegated. The decision to waive fees is derived from the *Financial Accountability Act 2009* and the department's Finance Delegations.

Background

19. Procurement Services Branch manages the PQP. There are 40 providers on the panel arrangement with the majority currently operating OSHC services on Queensland state school sites.
20. There are nearly 420 OSHC services operated on state school sites with one third operated by Parents and Citizens' Associations and the remainder are provided by other not-for-profit or profit providers.
21. Currently, OSHC providers pay Queensland schools hire fees for the use of facilities, outgoings for utilities and direct expenses and in services of over 30 students the providers pay co-investment for maintenance and improvements of existing facilities. All fees are based on a percentage of the number of children attending the service.
22. A number of providers on the PQP have requested a suspension of all fees payable by them to Queensland state schools for the period of the COVID-19 crisis.

RELEASED UNDER THE RTI ACT

Recommendation

That the Director-General:

- **approve** that all fees payable to Queensland state schools by outside school hours care (OSHC) providers for the provision of OSHC services will be waived temporarily, effective 30 March 2020, in accordance with the *Financial Accountability Act 2009* and the Department of Education's Finance Delegations;
- **direct** principals to waive the fees payable by OSHC providers to Queensland state schools; and
- **note** that communication will be distributed to Queensland state schools and OSHC providers to advise them of this decision effective 30 March 2020 until further notice.

NOTED / APPROVED / NOT APPROVED

Tony Cook
TONY COOK
 Director-General
 Department of Education

21412020

☐ Copy to Minister's Office

Director-General's comments

Action Officer
 Elizabeth Munro
 Director
 General Goods and Services
 Category
 Tel: 3034 4701

Endorsed by
 Andrew Bennett
 CPO & Executive Director
 Procurement Services
 Branch
 Tel: 3034 4702
 Mob: [REDACTED]
 Date: 30/03/2020

Endorsed by
 Sharon Schimming
 Deputy Director-General
 Early Childhood and
 Education Improvement
 Tel: 3034 5976
 Mob:
 Date: 31/03/2020

Endorsed by
 Jeff Hunt
 Deputy Director-General
 Corporate Services
 Tel: 3034 4771
 Mob:
 Date: / /

Briefing Note

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

Action required: For Approval

Action required by: 4 December 2019

Routine

SUBJECT: UTILISATION OF SCHOOL SIGNAGE FOR EMERGENCY SERVICES MESSAGING IN DARLING DOWNS SOUTH WEST REGION

Summary of key objectives

- For the Minister to note the request to utilise the existing electronic and manual signage positioned in schools in the Darling Downs South West Region (DDSW) to broadcast emergency and general safety alerts.
- To seek the Minister's approval of:
 - the development of an agreement and a trial of the above request; and
 - the evaluation of the trial to determine its merit with a view to potentially rolling it out as a statewide initiative.

Key issues

1. A substantial number of schools across the State have electronic and manual signage that provides messaging to the school and the wider community.
2. Community members look towards schools as pinnacle hubs, obtaining information through parent/parent networking, school committees, other affiliated school groups and importantly, electronic messaging displayed within each school.
3. On 18 April and 9 August 2019, a meeting was held between the Regional Director, DDSW, and the Acting Assistant Commissioner, Brisbane Region, Queensland Fire and Emergency Services (QFES), to discuss the possibility of utilising existing school signage, particularly electronic school signage, as part of an information strategy to inform the community about emergency issues that relate to the area (eg. a bushfire).
4. It was also agreed that this signage could be potentially used to provide approved general safety messaging to support community awareness.
5. The Regional Director would undertake negotiations between DDSW and the school to support participation.
6. An agreement will be developed between the parties to establish protocols for approval of messages and a suitable collaborative approach for this cross-agency initiative.
7. DDSW recently undertook a desktop audit and identified 18 electronic signs and 73 manual wind up signs suitable for the pilot.
8. The electronic signage would require minimal work to provide messaging, while rating the utilisation of manual signs would be more labour intensive.
9. Emergency messaging content would be provided by QFES to DDSW for dissemination to schools. Emergency messaging would be prioritised and displayed by the school.

10. The timing for this community awareness messaging would be displayed at times negotiated at the local and regional level in partnership with the school's messaging priorities.

Media implications and opportunities

11. There would be positive media opportunities around the sharing and utilisation of Government resources.
12. This is a great opportunity for both departments to enhance our collaborative efforts for the benefits of students, families and the greater community, keeping all Queensland communities safe from emergencies and disasters.

Financial implications

13. Existing resources would be utilised.

Background

14. Along with the national Emergency Alert telephony system used by all emergency services to send voice and text messages to landlines and mobile phones within defined areas regarding likely or actual emergencies, QFES, South Western Region, is exploring the use of electronic signage that is used extensively across Queensland primary and secondary schools to enhance current informing practices, establishing a formal arrangement with the Department of Education in the use of school electronic signage for public information dissemination.
15. There are a substantial number of schools in other areas across the State that have invested in electronic signage. Schools have identified previously that electronic signage is a good broadcasting tool to the school and wider communities.

Recommendation

That the Minister:

- **note** the request to utilise the existing electronic and manual signage positioned in schools in the Darling Downs South West Region to broadcast emergency and general safety alerts;
- **approve** the development of an agreement and a trial of the above request; and
- **approve** the evaluation of the trial to determine its merit with a view to rolling out as a statewide initiative.

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

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

/ /

/ /

Minister's comments

Action Officer
Terry Aldridge
Director Regional
Services
DDSW
Tel: s47(3)(b) - Contrary to the P

Endorsed by:
Leanne Wright
Executive Director
DDSW

Tel: 4616 3722
Mob: s47(3)(b) - Contrary to the P
Date: 26/08/2019

Endorsed by:
Tom Jumpertz
Executive Director
Legal and Administrative
Law Branch

Tel: 07 3513 5850
Mob:
Date: 18/11/2019

Endorsed by:
Jeff Hunt
Deputy Director-General
Corporate Services

Tel: 3034 4771
Mob: s47(3)(b) - Contrary to the P
Date: 19/11/2019

Endorsed by:
Peter Kelly
A/Director-General

Tel: 3034 4752
Mob:
Date: 22/11/2019

Briefing Note

Director-General

Department of Education

Action required: For Approval

Action required by: 16 September 2019

Urgent: To ensure communications and recommendations can be actioned prior to the proposed action on 20 September 2019.

SUBJECT: PROPOSED ACTION BY QUEENSLAND TEACHERS' UNION TO PARTICIPATE IN THE GLOBAL CLIMATE STRIKE – 20 SEPTEMBER 2019

Summary of key objectives

- To inform the Director-General about the possible unprotected industrial action the Queensland Teachers' Union (QTU) has proposed for the purpose of participating in the global climate strike on 20 September 2019.
- To provide the Director-General with the Department of Education's recommended response to the action.
- To seek the Director-General's approval to withhold pay from employees for the duration the employee engages in the strike.

Key issues

1. On 4 September 2019, QTU issued a Members' Newsflash (**Attachment 1**) requesting, in part, that consideration be given for QTU to issue a directive for QTU members at their school site to walk off the job at 12 noon on 20 September 2019. The walk off is to enable participation in the global climate strike.
2. The department has not received formal advice from QTU regarding the proposed action.
3. As the walk-off is to enable participation in the global climate strike, any action taken by Queensland teachers will likely be considered unprotected industrial action pursuant to the *Industrial Relations Act 2016* (the Act). Consequently, it may be open for the department to lodge a Notice of Industrial Dispute under section 261 of the Act and to also withhold pay from any teacher who decides to participate in the action.
4. QTU has asked its representatives at schools to hold workplace meetings and ballots in support of the global student strike, to discuss the following resolutions and actions:
 - *That QTU members at (school name) support urgent and far-reaching actions by Australian governments to address the causes and impacts of global warming and climate breakdown before it is too late.*
 - *That QTU members at (school name) express their support for students participating in the global climate strike, a practical exercise of the active and informed citizenship for which students are educated.*
 - *That QTU members at (school name) request that the QTU issue a directive for QTU members of (school name) to walk-off the job at 12 noon on Friday 20 September to enable participation in the global climate strike.*

- *That QTU members host a workplace morning/afternoon tea to share information about the September 20 #ClimateStrike and how the climate crisis impacts upon us.*
- 5. Once the ballots are collected, QTU will determine whether to issue a directive to all participating schools who have agreed for members to walk-off the job on 20 September 2019 to participate in the global climate strike. As the outcome of these ballots is not yet known, the potential impact of the proposed action on services is not yet known.
- 6. QTU has encouraged its representatives who intend on participating in the proposed action to discuss options for reorganising work arrangements with their principal in the first instance. QTU has also advised its members that those who stop work will likely lose three hours' pay.
- 7. In the event of QTU issuing a directive for a school site, it is recommended that pay is withheld for the duration that the employee engages in the strike action. If this recommendation is approved, this will be communicated to teachers, principals and QTU. Principals will also be requested to put in place localised arrangements to ensure that classroom coverage and student supervision is not disrupted during this time.
- 8. At this time, it is not recommended that the department apply to the Queensland Industrial Relations Commission (QIRC) to seek to prevent the proposed unprotected industrial action. However, monitoring of the outcome of the ballots remains ongoing and this position may be revisited once the potential impact is known.

Implications

- 9. The proposed unprotected industrial action may be limited as employees at individual sites may vote not to participate in the action.
- 10. The department's response may need to be considered and actioned quickly if QTU member participation looks to cause operational disruption to schools.
- 11. If steps are not taken to prevent employees from taking unprotected industrial action, it may set a precedent for future unlawful action.
- 12. Further advice may be required in relation to the department's prospects of success if a decision is made by the Director-General to lodge a Notice of Industrial Dispute with QIRC for the purpose of seeking an order to terminate or suspend the proposed action.

Recommendation

That the Director-General:

- **note** the information about the possible unprotected industrial action the Queensland Teachers' Union has proposed for the purpose of participating in the global climate strike on 20 September 2019;
- **note** the Department of Education's recommendation not to seek the intervention of the Queensland Industrial Relations Commission at this time; and
- **approve** the withholding of pay from teachers participating in the action.

NOTED / APPROVED / NOT APPROVED

TONY COOK
Director-General
Department of Education

/ /

☐ Copy to Ministers Office

Director-Generals comments

Action Officer
 Marie Creighton
 Manager

Integrity and
 Employee Relations
 Tel: 07 3513 6516

Endorsed by
 Lisa McKenzie
 Director

Integrity and
 Employee Relations
 Tel: 07 3513 6573
 Mob: [REDACTED]
 Date: 11/9/2019

Endorsed by
 David Miller
 Executive Director,

Integrity and
 Employee Relations
 Tel: 07 351 36523
 Mob: [REDACTED]
 Date: 11/09/2019

Endorsed by
 Dion Coghlan
 Assistant Director-
 General
 Human Resources

Tel: 07 3513 6576
 Mob: [REDACTED]
 Date: 12/09/2019

Endorsed by
 Jeff Hunt
 Deputy Director-
 General
 Corporate Services

Tel: 07 3034 4771
 Mob: [REDACTED]
 Date: 12/09/2019

Briefing Note

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

Action required: For Approval

Action required by: ASAP

Critical: Urgent funding needed to support early childhood services during COVID-19.

SUBJECT: FUNDING FOR LONG DAY CARE AND COMMUNITY KINDERGARTEN SERVICES DUE TO THE IMPACTS OF COVID-19

Summary of key objectives

- For the Minister to note the Early Childhood and Education Improvement (ECEI) Division's proposed response to COVID-19 for long day care (LDC) and community kindergarten.
- To seek the Minister's approval for immediate funding of up to \$17 million for community kindergarten assistance to be paid from April 2020 up until December 2020.
- For the Minister to note:
 - the Department of Education has sought approval from Queensland Treasury to bring forward \$79.4 million from the 2020–21 Budget to provide funding for LDC and community kindergartens to ensure these providers are able to continue to plan with certainty to offer kindergarten programs; and
 - ECEI is considering a longer-term recovery strategy for LDC and community kindergarten to ensure the Queensland Government retains its focus on ensuring children participate in kindergarten and early years education and care and do not 'lose time'.

Key issues

1. To combat the spread of the COVID-19 virus, the department is preparing a range of options to support families to access education and care across the range of service types.
2. Key stakeholders across the early childhood sector have raised concerns that without additional support from state and federal governments, services will close.
3. There are several risks to the viability of early childhood providers and their employees that will need to be managed, including:
 - the closure of early childhood services is a significant risk to the economy and the education and wellbeing of over 300,000 children; and
 - services' current insurance arrangements do not cover these circumstances.
4. Service closures put the employment of over 40,000 early childhood educators at risk.
5. The department is responding to, or proposing to respond to, this crisis with a range of financial and non-financial measures.

Non-financial measures

6. The department has a comprehensive COVID-19 Communication Plan for the sector and families and is working closely with the early childhood sector through a range of communication channels.
7. These include daily tele-links with an early childhood sector advisory group that includes:
 - Affinity Education;
 - Alliance Australian Childcare Alliance Queensland;
 - Crèche & Kindergarten Association Limited (C&K);
 - Early Learning and Care Council of Australia;
 - Family Day Care Association Qld;
 - Good Start Early Learning;
 - G8 Education;
 - Independent Schools Queensland;
 - Lady Gowrie;
 - Queensland Catholic Education Commission;
 - Queensland Lutheran Early Childhood Services; and
 - Queensland Children's Activity Network (QCAN).
8. There are additional twice-weekly teleconferences with all stakeholders, and as important matters arise an e-bulletin is distributed to all services which carries Queensland Government messaging, which is consistent with Australian Government messaging.
9. ECEI has developed a website which will continually be updated with information and resources for families and services. The website will include
 - links to find a service;
 - links to COVID-19 updates;
 - experiences for families to do with their children;
 - health and hygiene information;
 - support for services to understand social distancing (based on advice from Queensland Health);
 - information from the Australian Government;
 - early learning at-home resources; and
 - frequently asked questions.
10. A 13 QGOV (13 7468) call centre and email (ecce.covid19@qed.qld.gov.au) have been activated. The call centre and email will match families with services that remain open and will also assist in answering questions from families and services.
11. A social media package has also been provided to services to communicate through their social media channels. This package includes health and hygiene information, the value of educators and experiences for families. The COVID-19 animation will be part of this pack.
12. Services which remain open will be supported by the provision of cleaning material based on Queensland Health's advice.

13. Departmental staff, including those in our regions, will provide advice to services in rural and remote communities. This advice will include best practice health and hygiene practices, ways to encourage primary carer models and opportunities for programming and timetabling that enable social distancing.

Financial Measures

Immediate response for kindergarten programs in LDC and community kindergarten

14. The Queensland Government supports the delivery of kindergarten programs through the Queensland Kindergarten Funding Scheme (QKFS).
15. The department provided funding of \$165 million in 2018–19 through QKFS. This funding supports the delivery of an approved kindergarten program for children in the year before school.
16. This funding offsets the delivery of the kindergarten program and partially funds employee and operational costs.
17. Currently, the QKFS has specific eligibility requirements that must be satisfied to receive funding, including: program delivery hours and duration; early childhood teacher qualifications; and National Quality Standard rating levels.
18. The department is proposing a range of funding and policy measures to support kindergartens in LDC and community kindergarten services. These measures will include:
 - immediate viability injection of up to \$17 million to Central Governing Bodies (CGBs) by redistributing Workforce Qualification Assistance Grants and existing kindergarten programs from the 2019–20 financial year budget;
 - amendments to the QKFS guidelines to enable service in rural and remote locations who do not have an early childhood teacher to receive QKFS payments for this particular period of time; and
 - waiving of regulation fees, to be absorbed within the department's existing budget.
19. The \$17 million in funding will provide 20% of the approximate average wages and on-costs of an early childhood teacher and an assistant early childhood teacher to support the ongoing delivery of a kindergarten program.
20. In addition, C&K and Lady Gowrie (two of the CGBs that are not school-based systems) will receive a one-off \$100,000 administrative support payment each to assist with the distribution of the funds.
21. The contractual arrangements for the provision of the \$17 million will specify that the funding must be distributed to the services immediately and must be applied to wages and on-costs for the direct delivery of the kindergarten program. All of the five CGBs will not be able to retain the funds in reserve, the funds must be immediately provided to the services.

Urgent funding decisions required for kindergarten programs in LDC and community kindergarten

22. To ensure Queensland will continue to have kindergarten programs for children in the year before school, decisions are required by the Government for \$78 million to be brought forward to support both community kindergarten and LDC providers for the July to December 2020 period.
23. The QKFS funding amount is based on Term 1 enrolments across LDC and community kindergarten.

24. The request for the bring forward of this funding was made to Queensland Treasury on 25 March 2020. The department is currently negotiating with Queensland Treasury on its response, and understands that there are other whole-of-Government priorities that Queensland Treasury needs to balance in its decision making.

Recovery Strategy

25. While the department's immediate focus is on the short-term assistance it can provide, the department is currently planning for a recovery phase.
26. There is a consistent concern from the sector as to what the future early childhood market in Queensland will look like, and whether it will be able to recover from this significant disruption.
27. The sector is seeking as much funding certainty as it can for all the services it provides, but predominantly for the LDC sector.
28. While the Australian Government is the major funder of all early childhood education and care services and links this to a stronger workforce participation narrative (leaving the states to be mostly concerned with the educational elements and social benefits that early childhood education and care brings), the Queensland Government may wish to consider a longer-term recovery and industry assistance package to ensure continued operation of services and employment of workers and that there is not a 'lost year' of learning for young children.
29. One option, if there is appetite to pursue such a package, would be for the Government to consider providing an additional \$55 million in the 2020–21 financial year to provide the parent-fee component of kindergarten program delivery comprising:
- \$15 million to CGBs to support the continuation of kindergarten beyond this crisis; and
 - \$40 million to support LDC providers continue to deliver a kindergarten program in the year before school (subject to any Australian Government stimulus received) Any funding for LDC would need to be developed and assessed taking into consideration any funding relief provided through further state or Australian government stimulus packages, which are already targeting small and medium business through a range of financial offerings.
30. An alternative option that might be worth further consideration as part of recovery phase could be for the State to consider its role in the delivery of early childhood education and care and to look at increasing its effort and footprint in State-delivered kindergarten (SDK).
31. If the early childhood market does significantly fail, it may be that the State is able to temporarily step into this void and restart services, using its state school infrastructure, services, workforce and early years curriculum by either offering universal SDK or SDK in hotspot areas of particular market failure.
32. These services could then be administered by the State until they were considered viable (perhaps one to two years) and then possibly offered to providers to 'purchase' from the State.
33. There would be considerable costs involved (and this would need to be modelled) but if the department is able to 'piggy-back' off the existing state school infrastructure, this might prove to be a more affordable, short-term model.

Background

34. There are currently over 3000 regulated services across Queensland. These services deliver education and care to over 300,000 children by 40,000 educators.
35. The department is working closely with ACECQA and the other states and territories to ensure consistent messages provided to support families and the sector.

Media implications and opportunities

36. It is anticipated there will be significant media interest in regard to the ongoing sustainability of early childhood education and care.
37. ECEI will provide the Minister with dot points regarding the viability injection of up to \$17 million.
38. While the \$17 million in funding will be a welcomed response from the sector, it will be important to manage its expectations that this is currently a one-off viability injection only.

Legal implications

39. Consideration is being given for any approaches and legal advice sought, as required.

Aboriginal and Torres Strait Islander impacts

40. Particular focus is being placed on Aboriginal and Torres Strait Islander impacts in discrete communities and more broadly.

RELEASED UNDER THE RTI ACT

Recommendations

That the Minister:

- **note** the Early Childhood and Education Improvement (ECEI) Division's proposed response to COVID-19 for long day care (LDC) and community kindergarten;
- **approve** immediate funding of up to \$17 million for community kindergarten assistance to be paid from April 2020 up until December 2020;
- **note** the Department of Education has sought approval from Queensland Treasury to bring forward \$79.4 million from the 2020–21 Budget to provide funding for LDC and community kindergartens to ensure these providers are able to continue to plan with certainty to offer kindergarten programs; and
- **note** ECEI is considering a longer-term recovery strategy for LDC and community kindergarten to ensure the Queensland Government retains its focus on ensuring children participate in kindergarten and early years education and care and do not 'lose time'.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

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/ /

Minister's comments

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Action Officer
Tania Porter
Director
Early Childhood and Education
Improvement
Tel: 3055 52599
Mob: [REDACTED]

Responsible Officer:
Sharon Schimming
DDG
Early Childhood and Education
Improvement
Tel: 3034 5976
Mob: [REDACTED]
Date: 26/03/2020

Endorsed by:
Tony Cook
DG

Tel: 303 44752
Mob:
Date: 26/03/2020

Briefing Note

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

Action required: For Approval

Action required by: ASAP

Critical: Urgent funding needed to support early childhood services during COVID-19.

SUBJECT: FUNDING FOR LONG DAY CARE AND COMMUNITY KINDERGARTEN SERVICES DUE TO THE IMPACTS OF COVID-19

Summary of key objectives

- For the Minister to note the Early Childhood and Education Improvement (ECEI) Division's proposed response to COVID-19 for long day care (LDC) and community kindergarten.
- To seek the Minister's approval for immediate funding of up to \$17 million for community kindergarten assistance to be paid from April 2020 up until December 2020.
- For the Minister to note:
 - the Department of Education has sought approval from Queensland Treasury to bring forward \$79.4 million from the 2020–21 Budget to provide funding for LDC and community kindergartens to ensure these providers are able to continue to plan with certainty to offer kindergarten programs; and
 - ECEI is considering a longer-term recovery strategy for LDC and community kindergarten to ensure the Queensland Government retains its focus on ensuring children participate in kindergarten and early years education and care and do not 'lose time'.

Key issues

1. To combat the spread of the COVID-19 virus, the department is preparing a range of options to support families to access education and care across the range of service types.
2. Key stakeholders across the early childhood sector have raised concerns that without additional support from state and federal governments, services will close.
3. There are several risks to the viability of early childhood providers and their employees that will need to be managed, including:
 - the closure of early childhood services is a significant risk to the economy and the education and wellbeing of over 300,000 children; and
 - services' current insurance arrangements do not cover these circumstances.
4. Service closures put the employment of over 40,000 early childhood educators at risk.
5. The department is responding to, or proposing to respond to, this crisis with a range of financial and non-financial measures.

Non-financial measures

6. The department has a comprehensive COVID-19 Communication Plan for the sector and families and is working closely with the early childhood sector through a range of communication channels.
7. These include daily tele-links with an early childhood sector advisory group that includes:
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26. There is a consistent concern from the sector as to what the future early childhood market in Queensland will look like, and whether it will be able to recover from this significant disruption.
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28. While the Australian Government is the major funder of all early childhood education and care services and links this to a stronger workforce participation narrative (leaving the states to be mostly concerned with the educational elements and social benefits that early childhood education and care brings), the Queensland Government may wish to consider a longer-term recovery and industry assistance package to ensure continued operation of services and employment of workers and that there is not a 'lost year' of learning for young children.
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Background

34. There are currently over 3000 regulated services across Queensland. These services deliver education and care to over 300,000 children by 40,000 educators.
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Legal implications

39. Consideration is being given for any approaches and legal advice sought, as required.

Aboriginal and Torres Strait Islander impacts

40. Particular focus is being placed on Aboriginal and Torres Strait Islander impacts in discrete communities and more broadly.

RELEASED UNDER THE RTI ACT

Recommendations

That the Minister:

- **note** the Early Childhood and Education Improvement (ECEI) Division's proposed response to COVID-19 for long day care (LDC) and community kindergarten;
- **approve** immediate funding of up to \$17 million for community kindergarten assistance to be paid from April 2020 up until December 2020;
- **note** the Department of Education has sought approval from Queensland Treasury to bring forward \$79.4 million from the 2020–21 Budget to provide funding for LDC and community kindergartens to ensure these providers are able to continue to plan with certainty to offer kindergarten programs; and
- **note** ECEI is considering a longer-term recovery strategy for LDC and community kindergarten to ensure the Queensland Government retains its focus on ensuring children participate in kindergarten and early years education and care and do not 'lose time'.

NOTED

APPROVED/NOT APPROVED
ENDORSED/NOTED

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

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Minister's comments

RELEASED UNDER THE RTI ACT

Action Officer
Tania Porter
Director
Early Childhood and Education
Improvement
Tel: 3055 52599
Mob: [REDACTED]

Responsible Officer:
Sharon Schimming
DDG
Early Childhood and Education
Improvement
Tel: 3034 5976
Mob: [REDACTED]
Date: 26/03/2020

Endorsed by:
Tony Cook
DG

Tel: 303 44752
Mob:
Date: 26/3/2020

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required by: 29 May 2020

Routine

SUBJECT: EARLY CHILDHOOD EDUCATION AND CARE REGULATORY MODEL DURING COVID-19

Summary of key objectives

- To provide the Director-General with an overview of the interim model for regulation of early childhood education and care services (ECEC) during the COVID-19 outbreak and recovery.
- To seek the Director-General's approval to pause the target for assessment and rating activity during the recovery period.

Key issues

1. Over the past two months, the Queensland Regulatory Authority (RA), along with other states and territories, has made a number of adjustments to its regulatory model in response to the COVID-19 health emergency, including:
 - waiving application fees for COVID-19 related temporary waivers;
 - suspending all assessment and rating activity;
 - conducting tele-monitoring of services, unless a face-to-face visit was required to manage potential risk to children; and
 - conducting licensing and compliance interviews by telephone and videoconferencing wherever possible.
2. As the state transitions through the three stages of the *Roadmap to Easing Queensland's Restrictions* over the coming months, the RA's regulatory model needs to adjust to reflect the changing environment of restrictions while continuing to protect the health and wellbeing of both children and staff in ECEC services and departmental regulatory staff.
3. The Regulating for Quality (R4Q) Governance Board has developed principles and a model of regulatory activity to guide the work of the RA during the three stages of the roadmap, with an 'interim model' of regulatory activity to commence from 25 May 2020, aligning with the planned full return of in-class teaching in Queensland schools (**Attachment 1**).
4. No end date for the interim model is proposed at this point, but will be dependent on Queensland's progress transitioning through the three stages.
5. This interim model takes into consideration the different geographic communities across the State, and the possibility of new outbreaks of COVID-19 in the future. The model is designed to be flexible and allows a choice to be made between face-to-face visits and virtual visits (for monitoring, quality improvement and compliance purposes) based on a decision-making matrix that considers a number of risk factors. These risk factors include:
 - staff risk (RA staff vulnerability or illness);

- service risk rating (based on service size, type, previous quality and compliance history);
 - service COVID-19 risk (cases among staff, children or families);
 - community risk (level of COVID-19 within community); and
 - travel risk (travel distance/restrictions, overnight stays, etc).
6. Assessment and rating will recommence under the interim model. Assessment and rating visits will be undertaken where the decision-making matrix supports a face-to-face visit, but a revised visit model will be used to limit the time spent physically in the service. In the existing model, assessment and rating visits can last up to two full days.
 7. Given the resource commitment involved in the assessment and rating process, and the additional stress it can place on service staff, it is proposed that the resumption of assessment and rating will be a negotiated process during this period, with timing agreed with individual services based on their particular circumstances.
 8. In cases where a face-to-face visit is not supported and assessment and rating cannot be conducted, quality improvement support will be provided through virtual visits as part of the *Targeting Quality Strategy* (with a particular focus on services rated Working Towards the National Quality Standard).
 9. As the interim model is likely to be in place well into the new financial year, this will impact on the RA's ability to meet its activity targets in 2020–21. In recognition of the ongoing impacts of COVID-19 and the implementation of the risk-based interim model on activity levels, particularly in relation to assessment and rating, the Director-General's approval is sought for:
 - continuation of the current monitoring benchmark of 'one plus risk' – a minimum of one monitoring visit annually, with additional visits based on risk. This would include face-to-face and tele-monitoring visits; and
 - a pause of the assessment and rating target for six months, to be reviewed in December 2020.
 10. This will enable regulatory staff to maintain regulatory oversight and respond appropriately to service risk during this period, while providing enough flexibility to ensure responsiveness and sensitivity to the changing circumstances of services as the health emergency progresses.
 11. The Queensland RA is working closely with regulatory authorities in all states and territories through the national Regulatory Practice Committee and all jurisdictions are considering similarly staged, risk-based approaches to the resumption of regulatory activities over the coming months.

Media implications

12. Implementation of the interim model and a pause in the assessment and rating target will result in a slower rate of assessment and rating, which has previously been the subject of adverse media attention. However, the adoption of a flexible model that responds to individual service circumstances is likely to be well-received by the sector, which has experienced a great deal of uncertainty and upheaval as a result of the COVID-19 crisis.

Financial implications

13. The use of tele-monitoring visits and other virtual tools in the interim model will reduce travel costs for regulatory staff in the regions.

Background

14. In January 2019, the Minister approved the recommendations of the Business Review of Regulation, which included the establishment of a formal governance board for the RA. Established in February 2019, the R4Q Governance Board comprises ECEC Directors for each region, together with the Directors and the Executive Director of the Regulation, Assessment and Service Quality branch in central office. The R4Q Governance Board oversees operational policy for the RA, ensuring a consistent statewide approach and has been responsible for developing the RA's response to the COVID-19 health emergency.
15. In the absence of a National Partnership Agreement and subsequent national targets, the Business Review of Regulation recommended an increase in the annual assessment and rating target to 20% in 2019 (up from 15% under the NP NQA), with a further increase to 25% to be considered in 2020–21, subject to 'a review of progress and resourcing in early 2020'.
16. The 20% target was met in 2019, with an annual rate of 20.4% of services assessed and rated. All services received a monitoring visit in 2019, in line with the new 'one plus risk' benchmark, with an average 1.8 visits conducted per service.
17. A review of the assessment and rating process was commenced by the R4Q Governance Board in February 2020, in line with the Business Review recommendation. Early indications suggested that reforms were achieving significant efficiencies in three trial regions, but the statewide roll-out of these reforms has stopped because of the COVID-19 impacts.
18. More work is needed to determine whether these process efficiencies will be sufficient to support an increase in the target in future years. At the same time, service growth continues to put a strain on fixed regulatory resources, with the sector growing by an additional 118 new centre-based services and 21,811 places between 1 July 2017 and 30 December 2019.
19. All states and territories have currently suspended assessment and rating, and this position was discussed nationally and communicated to the sector in the Education Council Communique of 2 April 2020.

Recommendation

That the Director-General:

- **note** the overview of the interim model for regulation of early childhood education and care services during the COVID-19 outbreak and recovery; and
- **approve** to pause the target for assessment and rating activity during the recovery period.

NOTED / APPROVED / NOT APPROVED

TONY COOK
Director-General
Department of Education

/ /

☐ Copy to Minister's Office

Director-General's comments

Action Officer
Erica McLuckie
Director
A&QI
Tel: 3328 6776

Endorsed by
Sharon Schimming
Early Childhood Education Improvement

Tel: 3034 4976
Date: 15/05/2020

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required by: 29 May 2020

Routine

SUBJECT: EARLY CHILDHOOD EDUCATION AND CARE REGULATORY MODEL DURING COVID-19

Summary of key objectives

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2. As the state transitions through the three stages of the *Roadmap to Easing Queensland's Restrictions* over the coming months, the RA's regulatory model needs to adjust to reflect the changing environment of restrictions while continuing to protect the health and wellbeing of both children and staff in ECEC services and departmental regulatory staff.
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 - a pause of the assessment and rating target for six months, to be reviewed in December 2020.
 10. This will enable regulatory staff to maintain regulatory oversight and respond appropriately to service risk during this period, while providing enough flexibility to ensure responsiveness and sensitivity to the changing circumstances of services as the health emergency progresses.
 11. The Queensland RA is working closely with regulatory authorities in all states and territories through the national Regulatory Practice Committee and all jurisdictions are considering similarly staged, risk-based approaches to the resumption of regulatory activities over the coming months.

Media implications

12. Implementation of the interim model and a pause in the assessment and rating target will result in a slower rate of assessment and rating, which has previously been the subject of adverse media attention. However, the adoption of a flexible model that responds to individual service circumstances is likely to be well-received by the sector, which has experienced a great deal of uncertainty and upheaval as a result of the COVID-19 crisis.

Financial implications

13. The use of tele-monitoring visits and other virtual tools in the interim model will reduce travel costs for regulatory staff in the regions.

Background

14. In January 2019, the Minister approved the recommendations of the Business Review of Regulation, which included the establishment of a formal governance board for the RA. Established in February 2019, the R4Q Governance Board comprises ECEC Directors for each region, together with the Directors and the Executive Director of the Regulation, Assessment and Service Quality branch in central office. The R4Q Governance Board oversees operational policy for the RA, ensuring a consistent statewide approach and has been responsible for developing the RA's response to the COVID-19 health emergency.
15. In the absence of a National Partnership Agreement and subsequent national targets, the Business Review of Regulation recommended an increase in the annual assessment and rating target to 20% in 2019 (up from 15% under the NP NQA), with a further increase to 25% to be considered in 2020–21, subject to 'a review of progress and resourcing in early 2020'.
16. The 20% target was met in 2019, with an annual rate of 20.4% of services assessed and rated. All services received a monitoring visit in 2019, in line with the new 'one plus risk' benchmark, with an average 1.8 visits conducted per service.
17. A review of the assessment and rating process was commenced by the R4Q Governance Board in February 2020, in line with the Business Review recommendation. Early indications suggested that reforms were achieving significant efficiencies in three trial regions, but the statewide roll-out of these reforms has stopped because of the COVID-19 impacts.
18. More work is needed to determine whether these process efficiencies will be sufficient to support an increase in the target in future years. At the same time, service growth continues to put a strain on fixed regulatory resources, with the sector growing by an additional 118 new centre-based services and 21,811 places between 1 July 2017 and 30 December 2019.
19. All states and territories have currently suspended assessment and rating, and this position was discussed nationally and communicated to the sector in the Education Council Communique of 2 April 2020.

Recommendation

That the Director-General:

- **note** the overview of the interim model for regulation of early childhood education and care services during the COVID-19 outbreak and recovery; and
- **approve** to pause the target for assessment and rating activity during the recovery period.

NOTED / APPROVED / NOT APPROVED

Tony Cook

TONY COOK
Director-General
Department of Education

18 / 5 / 2020

☒ Copy to Minister's Office

Director-General's comments

For noting of Min early childhood adviser.

Action Officer
Erica McLuckie
Director
A&QI
Tel: 3328 6776

Endorsed by
Sharon Schimming
Early Childhood Education Improvement

Tel: 3034 4976
Date: 15/05/2020

Briefing Note

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

Action required: For Noting

Action required by: ASAP

Critical: Urgent request by the Minister's Office.

SUBJECT: QUEENSLAND GOVERNMENT FUNDING AND SERVICES PROVIDED TO THE NON-STATE SECTOR 2019–20

Summary of key objectives

- For the Minister to note the Queensland Government funding and services provided to the non-state sector in the 2019–20 financial year.

Key issues

Non-state school funding

1. In 2019–20, the Queensland Government will provide the non-state school sector with recurrent funding totalling \$711.8 million, including:
 - state recurrent grant – \$653.3 million: This grant provides funds to assist eligible non-state schools in meeting recurrent costs. The governing body of a non-state school may use funds provided only for teaching and general staff salaries, professional development, curriculum development and implementation, maintaining the school's land and buildings and general operating expenses of the school. The grant must not be expended, or committed to be expended, on the purchase of land or buildings;
 - Students with Disability program – \$46.8 million: This program provides targeted funding for students with disability enrolled at non-state schools. Eligible students are those who have been verified with a disability in one of seven categories and who have been profiled through the Education Adjustment Program;
 - Advancing Teaching and Learning program – \$4.1 million: Funding through this program is used to develop teacher capability and school leadership;
 - Youth Support Initiative (YSI) – \$1.3 million: The YSI program provides support to young people who are disengaged from learning or at risk from disengaging from learning. The aim of the YSI program is to help these students re-engage with their schooling or transition to further education, training or employment;
 - Grammar School Endowments – \$164,000: This grant is provided to eight grammar schools to assist with the additional costs associated with the statutory status of the schools under the *Grammar Schools Act 2016*; and
 - Non State Schools Transport Assistance Scheme – \$6.2 million: This scheme provides financial assistance for families transporting eligible students to non-state schools in Queensland through two program—the Bus Fare Assistance program and the Students with Disability program. The Queensland Catholic Education Commission (QCEC) administers the scheme under a three-year service agreement.

2. In 2019–20, the Queensland Government will provide the non-state school sector with capital assistance totalling \$99.8 million, including:
 - State Capital Assistance Scheme – \$49.1 million: This scheme provides funds to assist non-state schools to provide, convert, refurbish and upgrade educational facilities or boarding accommodation;
 - External Infrastructure Scheme – \$5.7 million: This program assists non-state schools to meet external infrastructure costs associated with capital works projects; and
 - Capital Assistance Supplementary Scheme – \$45 million: This scheme was initially established as an election commitment in 2015–16 to assist with the costs of constructing new and upgrading existing non-state schools.
3. In 2019–20, \$25.7 million of Textbook Resource Allowance (TRA) funding has been budgeted for secondary students in the non-state schooling sectors. The TRA assists parents of secondary school age students attending non-state schools with the cost of textbooks and learning resources.
4. In 2019–20, funding for state and non-state school students with disability or special needs will include:
 - Specialist Disability Support in Schools (SDSS) program – \$11.7 million: The Department of Education provides funding to non-government organisations through the SDSS program to support students with disability in Queensland state and non-state schools. The specialist organisations use the funds to deliver services to improve access to and participation in the curriculum for eligible students with disability. SDSS services can only be delivered at the request of a school (the school principal or delegate), based on the needs of the student;
 - Non-state Special Needs Organisation (NSSNO) program – \$4.1 million: The NSSNO program provides funding to organisations to deliver services that enhance participation and inclusion in the curriculum of school students with special needs;
 - Memorandum of Agreement (MOA) – Special Education Services and Dual Enrolment: The department provides supports to the non-state sectors through an MOA, which supports collaborative arrangements for students with disability. A new MOA commenced on 1 January 2020 and will end on 31 December 2022. Under the MOA, the department provides the following supports to non-state schools:
 - Advisory Visiting Teachers to support students with hearing, physical and vision impairment;
 - dual enrolment;
 - Education Adjustment Program verification for vision, hearing and physical impairment; and
 - access to specialised equipment and materials, the Paediatric Low Vision Clinic and the Hospital Education Program.
 - The non-state sectors do not provide supports or services to the department. All supports are provided within the department's resources. The estimated cost for the 2019 calendar year is \$2,195,713, not including the cost of providing dual enrolment as this cannot be costed. The notational cost for the 2020 calendar year is \$2,108,172, not including dual enrolment.

Additional funding and/or services provided to the non-state schooling sector

5. Through the Parent Engagement Program (PEP), \$149,200 was provided to the Parents and Friends peak bodies for the non-state schooling sectors—the Federation of Parents and Friends Association of Queensland and the Queensland Independent Schools Parents Network. PEP funding supports the enhancement of meaningful relationships between parents and schools.
6. For the 2020 school year, the Queensland Government has committed a total of \$852,176 to non-state schools for student welfare worker services, represented by:
 - \$288,990 to support 22 independent schools and \$260,000 that can be used for administration or service delivery; and
 - \$303,186 to support 22 Catholic schools.
7. The Queensland School Sport program provides support to the state and non-state sector through the organisation of competitions at the district, region, state and national level. The budget for staffing Queensland School Sport for the 2019–20 financial year (in which the non-state sector receives benefit) is \$2,646,363, including:
 - \$2,435,884 for five Queensland School Sport Unit staff and 12 regional school sport officers; and
 - \$210,479 for 12 regional school sport administration support.
8. In the 2019–20 financial year, the Queensland Government has committed to establishing 10 Spotlight Schools in 2020 across the independent, Catholic and state school sectors to demonstrate evidence-based best practice in the delivery of alternative education. In total, \$160,000 has been provided to non-state schools, Independent Schools Queensland (ISQ) and QCEC, including:
 - \$80,000 to support three independent schools;
 - \$40,000 to support one Catholic school; and
 - \$40,000 provided to both ISQ and QCEC to assist in administration of the initiative (\$20,000 each).
9. The Department of Child Safety, Youth and Women provides funding under the Education Support Funding Program to the department to support students in out-of-home care who are enrolled in state and non-state schools. The funding is used to maximise learning, wellbeing and participation in education. The department manages this program and in 2019–20 provided \$654,290.30 to QCEC and \$527,966.92 to ISQ.
10. The department provides funding of \$200,000 to support delivery of the Premier's Anzac Prize, including the participation of eight student prize recipients and two teacher chaperones. The program is open to applications from both state and non-state school students and teachers.
11. The statewide Mental Health program is funded by the department, including eight full-time equivalent (FTE) guidance officers for mental health.
12. Funding is provided to the non-state sector for a range of hospital education programs. School-based resources include \$1,148,500 operational budget, 51.8 FTE teachers, 17.2 FTE teacher aides and four FTE guidance officers.
13. The Queensland Virtual STEM Academy (QVSA) funding totals \$357,000 for state and non-state schools. A small number of students (seven) from non-state schools have participated in the QVSA sessions.

14. The following Science, Technology Engineering and Mathematics (STEM) programs are funded by the department and support both the state and non-state sector:
- Premier's Coding Challenge – \$38,700;
 - STEM Cross Sector Reference Group – \$1200;
 - Peter Doherty Awards for Excellence in STEM Education – \$150,000;
 - STEM Industry partnership Forum – \$14,500;
 - Online Coaching Modules: How to teach Mathematics and How to teach Science – \$14,600;
 - SPARQ-ed partnership – \$287,841; and
 - Wonder of Science partnership – \$146,657.
15. In 2019–20, 36 community language schools (CLS) teaching 19 languages to approximately 5300 students from state and non-state sectors received an annual grant of \$506,540. The grant is paid directly to individual CLS.
16. The Drug Education Grant is a program where the Australian Government previously funded all states and territories to conduct alcohol and other drug education activities under the *National School Drug Education Strategy*. Under this strategy, the Queensland Government provides Drug Education Grants—annual funding that supports alcohol and other drug education activities in Queensland schools. The department distributes the annual funding of \$99,000 for the Drug Education Grants to both ISQ and QCEC.
17. Other services provided on behalf of the department include: work experience public liability insurance; vocational education and training coordination and career enhancement payments; and the Early Start suite of materials provided to the independent and Catholic education sectors.

Early childhood

18. In 2019–20, state recurrent funding of \$123.4 million is budgeted for non-government organisations, including:
- Queensland Kindergarten Funding Scheme (QKFS) – \$79.7 million: QKFS provides support to sessional kindergartens to reduce the out-of-pocket cost to parents for children attending a quality kindergarten program in the year before full-time schooling;
 - Kindergarten Inclusion Support Scheme and Inclusion Capability – \$5 million: The Kindergarten Inclusion Support Scheme is managed by Central Governing Bodies and supports children who have additional needs attending a sessional kindergarten to access a quality kindergarten program in the year before full-time schooling;
 - Early Years Program – \$22.5 million: Supports a range of early childhood, child and maternal health and family support services in over 50 locations across Queensland;
 - Children and Family Centres – \$11.1 million: Supports Aboriginal and Torres Strait Islander children and families across a range of programs, including early childhood, child and maternal health and family support services;
 - Workforce Operation Support – \$4.4 million: Funding to support the ongoing viability of community kindergartens during the COVID-19 crisis;

- Thriving and on Track (TOTs) – \$100,000: TOTs is a joint project between Children's Health Queensland, the department, Brisbane South PHN, Metro South Health, The Benevolent Society and Logan Together. The department is providing a one-off contribution of \$100,000 (GST exclusive) to expand the initiative to Browns Plains, Crestmead, Yarrabilba and Jimboomba communities between April 2020 and June 2022;
 - Student Hostels – \$560,000: The department provides \$0.3 million from the state recurrent budget and \$0.26 million from the state administered budgets to support families with children at student hostels in rural and remote areas; and
 - sponsorship of the Early Childhood Australia (ECA) Conference – \$35,900: To support the ECA Conference being held in Brisbane in 2020.
19. In addition to the funds provided from the state recurrent budget, \$86.2 million is provided to the non-government sector from funding provided by the Australian Government under the National Partnership Agreement on Early Childhood Education. This is predominantly directed towards the provision of subsidies under the QKFS for programs delivered by both long day care providers and sessional kindergartens.

Background

20. Currently, there are 525 non-state schools operating in Queensland. Based on interim data from the February 2020 census, approximately 282,800 students are enrolled in Queensland's non-state schools (137,200 primary students and 145,600 secondary students).

Recommendation

That the Minister **note** the funding and services provided to the non-state sector in 2019–20.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

/ /

/ /

Minister's comments

Endorsed by:
Christine Rutledge
Manger
ONSE

Tel: 351 36742

Date: 24/03/2020

Endorsed by:
Danielle McAllister
Assistant Director-General
State Schools – Operations

Tel: 3513 5836

Mob: 47(3)(b) - Contrary to the

Date: 19/03/2020

Endorsed by:
Amanda Dulvarie
Executive Director
Portfolio Services and
External Relations

Tel: 3034 4763

Mob: 47(3)(b) - Contrary to the

Date: 24/03/2020

Endorsed by:
Annette Whitehead
Deputy Director-General
Policy Performance and
Planning

Tel: 3034 4773

Mob: 47(3)(b) - Contrary to the

Date: 25/03/2020

Endorsed by:
Sharon Schimming
Deputy Director-General
Early Childhood and
Community Engagement

Tel: 3034 5976

Mob: 47(3)(b) - Contrary to the

Date: 24/03/2020

Endorsed by:
Peter Kelly
Deputy Director-General
State Schools

Tel: 3034 4772

Mob: 47(3)(b) - Contrary to the

Date: 26/03/2020

Endorsed by:
Duncan Anson
Assistant Director-General
Finance and CFO

Tel: 3513 6601

Mob: 47(3)(b) - Contrary to the

Date: 25/03/2020

Endorsed by:
Tony Cook
Director General

Tel: 3034 4752

Date: 27/03/2020

Ministerial Meeting Briefing Note

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

MEETING DETAILS: MINISTER GRACE WILL ATTEND THE EARLY YEARS FORUM WITH THE EARLY CHILDHOOD STAKEHOLDERS ON 8 JULY 2020 AT 10:30AM

Key issues

1. Minister Grace will meet with the Early Childhood Stakeholders (**Attachment 1**) on 8 July 2020 at 10:30am. A draft agenda is provided at **Attachment 2**.
2. The forum participants will include senior Department of Education (DoE) representatives, including:
 - Mr Tony Cook, Director-General, Department of Education;
 - Ms Sharon Schimming, Deputy Director-General, Early Childhood and Education Improvement (ECEI);
 - Ms Madonna Moreton, Assistant Director-General, ECEI;
 - Mr Grant Webb, Executive Director, ECEI;
 - Ms Erica McCluckie, A/Executive Director, ECEI; and
 - Ms Tania Porter, Director, ECEI.
3. With social distancing restrictions in place, participants have been given the option to join the forum via video conference. Approximately six participants are joining the meeting via Microsoft Teams and approximately 18 participants have indicated they will attend in person.

Agenda Item 1: Safe Transportation of children to and from education facilities

4. This agenda item provides members with an update on the current status of the Safe Bus Transportation of Children project. It will include the announcement of the upcoming Look Before You Lock communication campaign.
5. DoE is working with the Department of Transport and Main Roads (DTMR) and the early childhood sector to develop and implement a broad range of cross-agency initiatives in response to the incident in Cairns earlier this year to ensure the future safety of children travelling on buses.
6. Consultation was conducted with the early childhood and bus transport sectors on 12 May 2020 via teleconference. This group of stakeholders will continue to be engaged throughout the life of the project as needed. Participants at the Early Years Forum were all invited to participate in the teleconference.
7. The feedback provided by stakeholders will be considered and used to inform actions undertaken as part of the Safe Transportation of Children body of work. The stakeholder group will continue to be engaged throughout the life of the project as needed.

Agenda Item 2: COVID-19 continuity of learning

8. This agenda item allows DoE to highlight the support provided to and by the early childhood sector in response to the COVID-19 health pandemic. It also allows members to share their experiences during the past three months and their strategies as we begin to transition back to normal operation.

9. As part of this agenda item, a number of stakeholders attending the forum will provide a short three to five-minute presentation on the way they supported continuity of learning and wellbeing for children and families through the COVID-19 crisis. Key themes identified have included:

- key strategies and initiatives organisations put into place;
- the successes; and
- recognition of lessons learned.

Media implications and opportunities

10. There may be an opportunity for a photo for future communication messaging.

Background

11. The Early Years Forum was created to provide an opportunity for the exchange of information and views between the Minister for Education and members of the early childhood education and care sector.

12. These forums have been identified as a key priority for the Queensland Government with a view to achieving more effective and efficient relationships between the Queensland Government and the early childhood sector.

13. The forum will run from 10:30am to 12:00pm and will proceed in the following order:

- Opening speech by Minister Grace.
- The Director-General to speak immediately after Minister Grace.
- An introduction by Ms Schimming acknowledging those in the room and addressing the safe bus transportation and COVID-19 recovery agenda items.
- Presentations from stakeholder representatives highlighting innovative ways organisations responded to the COVID-19 pandemic.
- Closing speech by Minister Grace
- Speech by Ms Schimming, discussing the next steps in moving forward.

14. A meeting folder will each be provided for the Minister, her policy advisor and the Director-General on 7 July 2020.

Action Officer
Sofia Peyroux
Project Support Officer
ECEI
Ph: 3328 6994

Endorsed by
Tania Porter
Director
ECEI
Ph: 305 52599
Mob: [REDACTED]
Date: 02/07/2020

Endorsed by
Sharon Schimming
Deputy Director-General
ECEI
Ph: 303 45976
Mob: [REDACTED]
Date: 06/07/2020

Endorsed by Nick Seely obo
Tony Cook
Director-General
Ph: 3034 4752
Mob:
Date: 06/07/2020

Briefing Note

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

Action required: For Noting with Correspondence

Action required by: N/A

Routine

SUBJECT: ANNANDALE STATE SCHOOL OUTSIDE SCHOOL HOURS CARE SERVICE

Summary of key objectives

- To provide the Minister with information regarding the tender for outside school hours care (OSHC) services at Annandale State School (SS).
- To request the Minister sign the letter to the Honourable Coralee O'Rourke MP, Member for Mundingburra, advising of the release of the tender for the conduct of OSHC at Annandale SS (**Attachment 1**).

Key issues

1. The Department of Education's OSHC procedure requires competitive tenders to be conducted where schools establish a new OSHC service, or at the expiration of an existing OSHC licence.
2. Under the OSHC procedure, a suitably qualified provider may operate an OSHC service on a school site for a period of nine years. Schools are required to conduct a competitive tender every nine years at a minimum.
3. In order to deliver efficiencies to both suppliers and schools, the department established a Pre-qualified Panel (PQP) of OSHC providers. If a school requests the department's Procurement Services Branch (PSB) to undertake the tender process, only providers which have gained PQP status are eligible to apply for conduct of an OSHC service. Suitably qualified OSHC providers may apply for PQP status at any time.
4. Annandale SS requested PSB undertake the tender for its OSHC service. The tender was released on 5 August 2019 and closes on 2 September 2019. The anticipated start date of the new contract is 2 January 2020.
5. The current provider of OSHC services to Annandale SS, Community Gro Inc., has provided the service for approximately 17 years. The service is attended daily by approximately 75 children for before school care and 85 children for after school care.
6. Community Gro Inc. also operates vacation care on the school site for approximately 50 children per day.
7. Community Gro Inc. has applied to be on the PQP and was successful. Community Gro Inc. can now submit an offer for Annandale SS's OSHC service.

Media implications and opportunities

8. Invitations to Offer (tender) often attract considerable school community interest where there have been long standing incumbent suppliers. Experience in similar circumstances highlights a potential for divided community opinions which may prompt media attention and approaches to Minister Grace and Minister O'Rourke.

Financial implications

9. There may be financial implications for the current provider's existing staff and end users of the service.
10. PSB maintain oversight of the process and ensure probity and compliance with the *Queensland Procurement Policy*.

Aboriginal and Torres Strait Islander impacts

11. Community Gro Inc. uses profits generated from the OSHC service to fund the delivery of programs and assistance through the Upper Ross Community Centre (URCC) and Garbutt Community Centre (GCC). Assistance provided through URCC and GCC is accessed predominantly by Aboriginal and Torres Strait Islander peoples. Areas of service delivery include: crisis support; practical assistance with food, personal and household items; and community education with a focus on technology and financial literacy.
12. Community Gro Inc. currently employs 35 people in their organisation. The organisation's employment policy is that 30% of their employees will be from the Aboriginal and Torres Strait Islander community.

Background

13. PSB held a meeting with Community Gro Inc. to provide guidance on the tender process.
14. On 20 May 2019, the school community was informed of the tender process through the Parents and Citizen's Association meeting.
15. There will also be another opportunity for Community Gro Inc. to tender for an OSHC service in the Townsville area in the coming weeks.

RELEASED UNDER THE RTI ACT

Recommendation

That the Minister:

- **note** the release of the tender for outside school hours care services at Annandale State School; and
- **sign** the letter to the Honourable Coralee O'Rourke MP, Member for Mundingburra, advising of the release of the tender for the conduct of outside school hours care at Annandale State School (**Attachment 1**).

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

SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

/ /

GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

/ /

Minister's comments

Action Officer
 Elizabeth Munro
 A/Director
 Procurement Services
 Branch
 Tel: 3034 4701

Endorsed by
 Andrew Bennett
 Chief Procurement Officer
 Procurement Services
 Branch
 Tel: 3034 4700
 Date: 09/08/2019

Endorsed by:
 Office of the
 Deputy Director-General
 Corporate Services
 Tel: 3034 4771
 Date: 12/08/2019

Endorsed by:
 Jeff Hunt
 Acting Director-General
 Tel: 3034 4752
 Date: 15/08/2019

Briefing Note

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

Action required: For Noting with Correspondence
--

Action required by: N/A

Routine

SUBJECT: ANNANDALE STATE SCHOOL OUTSIDE SCHOOL HOURS CARE SERVICE

Summary of key objectives

- To provide the Minister with information regarding the tender for outside school hours care (OSHC) services at Annandale State School (SS).
- To request the Minister sign the letter to the Honourable Coralee O'Rourke MP, Member for Mundingburra, advising of the release of the tender for the conduct of OSHC at Annandale SS (**Attachment 1**).

Key issues

1. The Department of Education's OSHC procedure requires competitive tenders to be conducted where schools establish a new OSHC service, or at the expiration of an existing OSHC licence.
2. Under the OSHC procedure, a suitably qualified provider may operate an OSHC service on a school site for a period of nine years. Schools are required to conduct a competitive tender every nine years at a minimum.
3. In order to deliver efficiencies to both suppliers and schools, the department established a Pre-qualified Panel (PQP) of OSHC providers. If a school requests the department's Procurement Services Branch (PSB) to undertake the tender process, only providers which have gained PQP status are eligible to apply for conduct of an OSHC service. Suitably qualified OSHC providers may apply for PQP status at any time.
4. Annandale SS requested PSB undertake the tender for its OSHC service. The tender was released on 5 August 2019 and closes on 2 September 2019. The anticipated start date of the new contract is 2 January 2020.
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Media implications and opportunities

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Financial implications

9. There may be financial implications for the current provider's existing staff and end users of the service.
10. PSB maintain oversight of the process and ensure probity and compliance with the *Queensland Procurement Policy*.

Aboriginal and Torres Strait Islander impacts

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14. On 20 May 2019, the school community was informed of the tender process through the Parents and Citizen's Association meeting.
15. There will also be another opportunity for Community Gro Inc. to tender for an OSHC service in the Townsville area in the coming weeks.

Recommendation

That the Minister:

- **note** the release of the tender for outside school hours care services at Annandale State School; and
- **sign** the letter to the Honourable Coralee O'Rourke MP, Member for Mundingburra, advising of the release of the tender for the conduct of outside school hours care at Annandale State School (**Attachment 1**).

NOTED

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



SHARON DURHAM
Chief of Staff
Office of the Hon Grace Grace MP
Minister for Education and
Minister for Industrial Relations

30/08/19



GRACE GRACE MP
Minister for Education and
Minister for Industrial Relations

30/08/19

Minister's comments

RELEASED UNDER THE ACT

Action Officer
Elizabeth Munro
A/Director
Procurement Services
Branch
Tel: 3034 4701

Endorsed by
Andrew Bennett
Chief Procurement Officer
Procurement Services
Branch
Tel: 3034 4700
Date: 09/08/2019

Endorsed by:
Office of the
Deputy Director-General
Corporate Services
Tel: 3034 4771
Date: 12/08/2019

Endorsed by:
Jeff Hunt
Acting Director-General
Tel: 3034 4752
Date: 15/8/19

DIRECTOR-GENERAL MEETING BRIEF

FOR: CHILD PROTECTION, YOUTH, DOMESTIC, FAMILY AND SEXUAL VIOLENCE INTERDEPARTMENTAL COMMITTEE (IDC) MEETING – 13 MAY 2020, 11-12.30PM

AGENDA ITEM 3: DFV COVID-19 VIRTUAL SUMMIT – KEY REFLECTIONS AND NEXT STEPS – For discussion (10 mins)

- No paper has been provided for this discussion.
- The DFV COVID-19 Virtual Summit was convened by the Honourable Di Farmer, Minister for Child Safety Youth and Women and Minister for the Prevention of Domestic and Family Violence on 6 May 2020.
- The Director-General and Deputy Director-General, State Schools represented the Department of Education at the Summit.
- The Director-General participated in the Impacts on Children workshop and the Deputy Director-General, State Schools participated in the Communications workshop.
- Notes and key priorities identified at the DFV COVID-19 Virtual Summit are currently being collated by the Department of Child Safety Youth and Women.
- It is understood that key issues identified at the Summit include:
 - the shortage of crisis, short and long-term housing for victims of domestic and family violence (DFV);
 - the need to promote that courts, state-wide and local DFV services are continuing to provide services to victims and perpetrators of DFV during the pandemic;
 - the need to continue raising awareness of the additional risks of DFV in line with COVID-19 related stressors and encouraging the community to reach out to those at-risk;
 - organisations play an important role in supporting victims, referring perpetrators to services and increasing understanding of DFV;
 - that schools play an important role in identifying and protecting vulnerable students and families impacted by DFV;
 - continuing to encourage schools to proactively identify and support at-risk students by providing on-site schooling or additional tailored support for learning-at-home; and
 - that further consideration be given to supporting Aboriginal and Torres Strait Islander children, who continue to be overrepresented in child protection notifications.

AGENDA ITEM 4: DOMESTIC, FAMILY AND SEXUAL VIOLENCE - COVID-19 - CURRENT TRENDS, KEY ISSUES and NEXT STEPS (For discussion - 35 mins)

- No specific paper was provided for this agenda item; however the presentation for **Agenda Item 5** identifies trends and issues associated with DFV and COVID-19.
- DFV risks associated with COVID-19 are similar to those identified for child protection.
- Increased economic stressors, disruption to household roles, social isolation and reduced access to services and social supports has resulted in increased risks of DFV for some households.
- Social isolation requirements and the proximity of perpetrators to victims has made access to DFV services, courts, police, housing and financial assistance more challenging for victims.
- The presentation identifies there has been:
 - a tripling in rates of DFV in nations in lockdown;
 - increases in complexity and severity of DFV;
 - increased reporting of first-time DFV; and
 - increased calls to DFV helplines, Lifeline and Kids Helpline.

Protecting students from harm associated with DFV within the department:

- DoE staff are mindful of the important role they play in recognising, supporting and reporting all suspected harm to students, whether attending school or learning at home. This includes harm experienced as a result of DFV.
- The role schools play daily in monitoring the safety and wellbeing of all students, but particularly those identified as vulnerable or at-risk is of paramount importance.
- Early identification of risk factors, early reporting and early referral to internal and external support services is critical for reducing risk and protecting students and families.
- Regional Student Protection Advisors and Senior Guidance Officers are available to provide specialist student protection advice to schools, where required.
- The department has a range of specialist staff able to provide support to vulnerable students and families. These include Guidance Officers,

A/ADG SSO Signature:

Date: 12/15/2020

Author: Alistair Baird
Chris Loos

Branch: Student Protection & Wellbeing
Student Protection & Wellbeing

Phone: 3328 6886
3513 6564

Youth Support Coordinators, Chaplains, Nurses, Learning Support Teachers and specialist advisory visiting teachers.

- A range of new staff resources have been developed and promoted to schools to assist with identifying DFV risks to students learning at home and to respond to student disclosures of DFV. New staff resources include:
 - Recognising and responding to student DFV disclosures while learning at home Fact Sheet.
 - Recognising and reporting DFV impacting students at home and school PowerPoint Presentation.
 - DFV student safety checklist (home and school).
 - DFV student safety plan (home and school).
- Three student safety factsheets providing key emergency and helpline information were published externally.
 - Student wellbeing and safety at home (Older students).
 - Feeling happy and safe fact sheet (Younger students).
 - Feeling happy and safe fact sheet (Aboriginal and Torres Strait Islander students).
- The *Regional Taskforces - Supporting at-risk students* have played a vital role in identifying, reporting and providing advice to schools to support at-risk students, including those who may be exposed to DFV. Further information on the role these Taskforces have played is provided in the notes for Agenda Item 5.
- The inclusion of a Child Safety representative on Regional Taskforces has been beneficial in protecting students and families from harm and to provide referral to appropriate external, specialist crisis and support services.
- The department is committed to preventing DFV through the delivery of respectful relationships education and by working to raise staff, student and school community awareness of DFV, its impacts, forms and drivers and by increasing staff capability to respond to DFV, by providing ongoing professional development.

A/ADG SSO Signature:

Date: 12/15/2020

Author: Alistair Baird
Chris Loos

Branch: Student Protection & Wellbeing
Student Protection & Wellbeing

Phone: 3328 6886
3513 6564

AGENDA ITEM 5: CHILD PROTECTION/YOUTH – COVID-19 – CURRENT TRENDS, KEY ISSUES and NEXT STEPS (For discussion - 35 mins)

Regional Taskforces - Supporting at-risk students

- A *Regional Taskforce – Supporting at-risk students* has been established in each region to ensure close monitoring of young people for whom there are any welfare concerns.
- The taskforce consists of DoE regional staff, as well as a key contact from Child Safety, who principals and school staff can seek advice from or escalate matters to when they identify concerns for a student.
- The taskforce does not replace existing student protection reporting processes for school staff members.
- During the first three weeks of operation, over 600 students have been identified and supported through the regional taskforces.

School monitoring processes – Student safety and wellbeing

- Schools are aware of the important role they play in monitoring the safety, mental health and wellbeing of students learning at home and at school.
- The COVID-19 Student Attendance Management and the COVID-19 Supporting At-Risk Students Information Sheets provide clear advice to schools on processes for confirming student contact through daily check-ins, attendance, and for identifying and responding to students who may be at-risk.
- Where there has been no contact with the student or parent/carer and no evidence of online learning, the student's absence will be recorded as 'unexplained' and a same-day absence notification process initiated.
- Where student wellbeing concerns are identified, depending on the nature of the concerns, principals may seek to contact the police and/or child safety, contact their Regional Taskforce for guidance, and/or put in place any internal and external supports for the student as required. Student Protection reporting processes should also be followed.

A/ADG SSO Signature:

Date: 12/15/2020

Author: Alistair Baird
Chris Loos

Branch: Student Protection & Wellbeing
Student Protection & Wellbeing

Phone: 3328 6886
3513 6564

Director-General Meeting

BRIEF

FOR: INDIGENOUS SUICIDE MEETING WITH THE DEPUTY PREMIER, HON JACKLYN TRAD

KEY POINTS:

1. The Department of Education's *Student Learning and Wellbeing Framework* guides schools in the development of a whole school approach to support student wellbeing. The Framework emphasises the importance of early intervention when students show signs of, or are at risk of mental health difficulties and promotes referral pathways for students who are in need of more intensive support.
2. Schools work with local health providers and specialist mental health services, such as the Child and Youth Mental Health Service, to enable appropriate and timely referrals.
3. All Queensland state schools receive an allocation of Guidance Officer time. Guidance Officers have the expertise to provide targeted assistance to students with mental health concerns.
4. The department has eight Mental Health Coaches (MHCs): one in central office and one in each education region. The MHCs are the key point of contact to provide support and advice to principals, school leaders and regional staff about student mental health and wellbeing.
5. The School-Based Youth Health Nurse (SBYHN) program operates in state secondary schools across Queensland. SBYHNs work in partnership with schools to promote health and wellbeing for secondary school aged young people.
6. Be well Learn well (BWLW) provides allied health therapy services to eight remote state schools in Far North and North Queensland to address the developmental needs of

Contact: Bevan Brennan, ADG State Schools – Operations
Telephone: 3513 5836; s47(3)(b) - Contrary to the Public Interest
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Aboriginal and Torres Strait Islander students in Kindergarten to Year 12.

7. *Be You and Always Be You*

- a. Launched on 1 November 2018, 'Be You' is a Commonwealth funded national initiative for educators aimed at promoting social and emotional development and protecting the mental health of children and young people.
- b. The Always Be You resources bring Aboriginal and Torres Strait Islander perspectives and ways of being, knowing and doing to the materials, resources and experiences of Be You.

8. *First Nations Project* - The information gathered through this project will help inform the Always Be You project resources. Beyond Blue are in the very early stages of scoping the desired outcomes and best approach for this project.

AGENDA ITEM:

PREVALENCE OF SUICIDE OF YOUNG PEOPLE, IN PARTICULAR INDIGENOUS YOUNG PEOPLE

RESPONSE:

- The Queensland suicide rate is consistently higher than the National average and suicide is the leading cause of death of young people in Queensland.
- Data from the Queensland Family and Child Commission (QFCC) indicates that there were 37 suspected suicides of children and young people in Queensland in 2018 – the highest annual total since data collection began in 2004 (see Table 1).
 - Eight of these children and young people identified as Aboriginal and/or Torres Strait Islander – also the

Contact: Bevan Brennan, ADG State Schools – Operations
Telephone: 3513 5836; s47(3)(b) - Contrary to the Public Interest
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highest annual total since data collection began in 2004.

- Department of Education data indicates that 24 of the 37 suspected suicides of children and young people in Queensland in 2018 were Queensland state school students (see Table 2).
 - Six of these students identified as Aboriginal and/or Torres Strait Islander

AGENDA ITEM:

SUICIDE PREVENTION AND RESPONSE IN QUEENSLAND STATE SCHOOLS

RESPONSE:

- Supporting the mental health and wellbeing of all Queensland state school students is of paramount importance and the department has a coordinated approach to reducing suicide and its impact in Queensland state schools.

Responding to suicide notifications

- Through an MOU, the QFCC alerts the department when there is a suspected suicide of a child or young person in Queensland.
 - The Student Wellbeing team determine whether the young person has a OneSchool record and whether they were a current or past Queensland state school student.
 - The Student Wellbeing team notifies the relevant Regional Director about the suspected suicide to ensure that the school is aware and able to provide suicide postvention support to relevant students – reducing the potential for subsequent student suicides.

Contact: Bevan Brennan, ADG State Schools – Operations
Telephone: 3513 5836; 347(3)(b) - Contrary to the Public Interest
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- The Student Wellbeing team record all suspected suicide information in a database to ensure that any trends or suicide clusters can be easily identified.

Frameworks and Procedures

- The department's *Student Learning and Wellbeing Framework* guides schools in the development of a whole school approach to support student wellbeing.
- The Framework emphasises the importance of early intervention when students show signs of, or are at risk of mental health difficulties and promotes referral pathways for students who are in need of more intensive support.
- Schools work with local health providers and specialist mental health services, such as the Child and Youth Mental Health Service, to enable appropriate and timely referrals.
- The *Supporting Students' Mental Health and Wellbeing* procedure outlines the specific roles and responsibilities of key staff in:
 - promoting mental health and wellbeing;
 - intervening early; and
 - providing specialised intervention and case management for students with mental health difficulties or who are identified as at risk of suicide.

Guidance Officers

- All Queensland state schools receive an allocation of Guidance Officer time.
- Guidance Officers have the expertise to provide targeted assistance to students with mental health concerns, including counselling services and working directly with the student, their family, relevant school staff and external support providers.
- As part of the department's *Suicide Prevention Action Plan 2015-2017*, the department invested \$204,000 to deliver, in

Contact: Bevan Brennan, ADG State Schools – Operations
 Telephone: 3513 5836; b47(5)(b) - Contrary to the Public Interest
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collaboration with *headspace*, suicide prevention and postvention training to all Guidance Officers and Senior Guidance Officers across the state.

- *headspace* delivered Skills-based Training on suicide Risk Management (STORM) to all secondary school guidance staff.
- This training ensures that Guidance Officers take an evidence-based best practice approach when responding to suicide or identifying suicide risk.
- As part of *Keep Queenslanders Healthy*, the department has committed to ensuring that the department continue to provide all new guidance staff with suicide training.

Mental Health Coaches

- The department has eight Mental Health Coaches (MHCs): one in central office and one in each education region.
- The MHCs are the key point of contact to provide support and advice to principals, school leaders and regional staff about student mental health and wellbeing.
- The MHCs assist schools to embed the *Student Learning and Wellbeing Framework* into schools in a way that meets the needs of individual students and the community.
- This includes assisting the school to provide targeted strategies, initiatives and support to students who identify as Aboriginal and Torres Strait Islander.
- The MHCs have developed a training package to build the capability of school staff to respond to early signs of mental health difficulties or risk of suicide in students, ensuring appropriate and timely support is provided.
- The MHCs also work with *headspace* to support schools to develop suicide prevention and postvention plans.
- As part of *Keep Queenslanders Healthy*, the department has committed to ensuring that all schools with secondary school

Contact: Bevan Brennan, ADG State Schools – Operations
Telephone: 3513 5836; [REDACTED]
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aged students have a prevention and postvention plan in place by the end of Semester 1, 2019.

School Based Youth Health Nurses

- School Based Youth Health Nurses (SBYHNs) maintain a preventative health, rather than treatment, focus.
- SBYHNs are funded by Queensland Health (QH) and managed by the 16 Hospital and Health Services.
- There are no current figures on FTEs across the state.
- The last known figures, provided by QH on 26 March 2015 advised there were 141 FTE SBYHNs.
- SBYHNs work collaboratively within the school community to:
 - provide support for the school curriculum, teaching and learning activities;
 - support the planning, implementation and evaluation of health promotion activities;
 - support the development of partnerships with relevant government and non-government agencies and community members;
 - support the development of a healthy school environment and ethos;
 - provide advice and information about health education resources, including relevant QH policies and programs, and facilitating health related teacher in-service;
 - advocate on behalf of young people on issues affecting their health and wellbeing;
 - provide individual health consultations for students; and
 - provide the opportunity for parents and members of the school community to access a health professional regarding the health and wellbeing of young people.

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- SBYHNs are not responsible for health screening, or intensive, long term counselling of young people.

Be Well Learn Well

- Be well Learn well (BWLW) provides allied health therapy services to eight remote state schools in Far North and North Queensland to address the developmental needs of Aboriginal and Torres Strait Islander students in Kindergarten to Year 12.
- BWLW adopts a holistic approach to therapy by involving the school, student, family and wider community to address the underlying causes and/or developmental needs that may be contributing to learning and behavioural issues at school.
- The allied health therapy services include clinical psychology, occupational therapy, psychology and speech pathology.
- BWLW commenced in Term 2 2017 and is funded to December 2019.
- Services are currently provided to the following remote state schools:
 - Aurukun State School;
 - Doomadgee State School;
 - Kowanyama State School;
 - Lockhart State School;
 - Mornington Island State School;
 - Northern Peninsula Area State College;
 - Cape York Aboriginal Australian Academy Coen Campus (Coen); and
 - Cape York Aboriginal Australian Academy Hope Vale Campus (Hope Vale).
- To address the underlying symptoms of disengagement and poor learning outcomes the allied health team:

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- conduct student developmental needs assessments and provide targeted therapy where needed;
 - conduct home visits and introduce conversations in the home and community around comprehensive care and specific intervention strategies; and
 - strengthen the knowledge and capacity of school staff through training in identifying learning difficulties and utilising evidence-based strategies in the classroom environment.
- Each BWLW school is expected to receive three visits per term by the allied health team.
 - In Term 3 2018 the program expanded to include Kindergarten services at state school sites.

Beyond Blue Resources

Be You

- Launched on 1 November 2018, 'Be You' is a Commonwealth funded national initiative for educators aimed at promoting social and emotional development and protecting the mental health of children and young people.
- Led by Beyond Blue with delivery partners Early Childhood Australia and headspace, 'Be You':
 - is an online initiative, backed by trained support staff on the ground;
 - provides early learning services and schools with a roadmap, building blocks, professional development and support to foster a mentally healthy learning community; and
 - is promoted as a national framework to empower every Australian educator to foster the mental health of those in their care, and their own wellbeing.
- On 25 January 2019, The Hon Ken Wyatt AM, MP, Minister for Indigenous Health, announced a commitment to Beyond

Contact: Bevan Brennan, ADG State Schools – Operations
 Telephone: 3513 5836; b4(1)(b) - Contrary to the Public Interest
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Blue of \$2.32M to “fast-track the rollout of the Be You school-based mental health education program in the Kimberley and Pilbara, working in partnership with local Aboriginal and Torres Strait Islander communities.”

- This commitment was in response to tragic losses in the first few days of January, where a number of young Aboriginal and Torres Strait Islander people took their own lives or self-harmed.

Always Be You

- The Always Be You resources bring Aboriginal and Torres Strait Islander perspectives and ways of being, knowing and doing to the materials, resources and experiences of Be You.
- These resources were originally developed in partnership with Secretariat of National Aboriginal and Islander Child Care (SNAICC) and Early Childhood Australia for the former initiative, KidsMatter Early Learning, with input by Aboriginal community mentors, community members and early childhood staff across Australia.
- In addition, NGROO Education provided input to what community mentoring initiatives can look like. Beyond Blue engaged Carbon Creative, an Indigenous owned creative agency, to rename and rebrand the original resources for Be You, including the artwork and symbols.
- Always Be You resources consist of:
 - the Always Be You ebook, a guide for educators, services and schools on embracing Aboriginal and Torres Strait Islander ways of being, knowing and doing.
 - Action Charts for each of the 13 modules to help make the messages more culturally accessible and encourage respect and inclusivity. There are two versions of each Action Chart: one to encourage learning communities to think about different subjects relating to learning and mental health; and an editable

Contact: Bevan Brennan, ADG State Schools – Operations
Telephone: 3513 5836; [REDACTED]
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Word document which learning communities can adapt to make it their own.

- The 'Always Be You' resource, which contains Aboriginal and Torres Strait Islander perspectives, does not contain the depth of support often required for schools to embed perspectives at a localised level.
- The department is not aware of any Queensland state schools using the 'Always Be You' resource.
- Beyond Blue may not be best placed to further develop this resource, as 'Always Be You' appears to be leading to embedding the Aboriginal and Torres Strait Islander cross-curriculum priority.
- If a pilot is undertaken for 'Always Be You', remote, rural and metropolitan communities must be included.

First Nations Project

- The First Nations Project is focused on building capacity, influencing and changing educator practice, and informing whole settings about embedding actions, rather than just product development. The information gathered through this project will help inform the Always Be You project resources.
- Beyond Blue are in the very early stages of scoping the desired outcomes and best approach for this project, but potential project activities include:
 - Providing webinars focused on embracing and embedding Aboriginal and Torres Strait Islander ways of being, knowing and doing in practice along with a focus on trauma-informed practice.
 - Building the cultural competency of Be You Consultants so they can encourage and support Action Team Leaders in schools and services to improve the social and emotional wellbeing of Aboriginal and Torres Strait Islander children and young people.
 - Providing knowledge and practice content for the new Be You Diversity and Inclusion module which will have

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a strong focus on Aboriginal and Torres Strait Islander communities.

- Reviewing all Be You content with a cultural lens and trauma informed lens, including all professional learning modules, implementation tools and resources.

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Telephone: 3513 5836; s47(3)(b) - Contrary to the Public Interest
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Director-General Meeting

BRIEF

FOR: THE DOMESTIC AND FAMILY (DFV) VIOLENCE VIRTUAL
COVID-19 SUMMIT - WEDNESDAY 6 MAY 2020

AGENDA ITEM: IMPACTS ON CHILDREN

RESPONSE:

DFV support for children – COVID 19

- The Department of Education recognises the risk of increased exposure to domestic and family violence DFV for children who are learning at home.
- For many students, teachers and school staff represent trusted adults to whom students can disclose concerns.
- Departmental staff are mindful of the important role they play in recognising, supporting and reporting all suspected harm to students, whether attending school or learning at home. This includes harm experienced as a result of DFV.
- In response to this issue, the department has developed resources and strategies to help protect students from this form of harm.
- These resources reinforce that actions to protect students must take into consideration that the perpetrator of the abuse, may be in close proximity.
- The following new resources have been developed and promoted internally to schools and key staff:
 - recognising and responding to student DFV disclosures while learning at home Fact Sheet;
 - recognising and reporting DFV impacting students at home and school PowerPoint Presentation;
 - DFV student safety checklist; and
 - DFV student safety plan.

- Three tailored student safety factsheets were developed and include important helpline information, for students to access. Safety information was included within broader wellbeing information, to make this resource safer for students to access. These fact sheets have been published on the external learning@home website.
 - Student wellbeing and safety at home (Older students)
 - Feeling happy and safe fact sheet (Younger students)
 - Feeling happy and safe fact sheet (Aboriginal and Torres Strait Islander students)

School monitoring processes – Student safety and wellbeing

- Schools are aware of the important role they play in monitoring the safety, mental health and wellbeing of students learning at home and at school.
- The COVID-19 Student Attendance Management and the COVID-19 Supporting At-Risk Students Information Sheets provide clear advice to schools on processes for confirming student contact through daily check-ins, attendance, and for identifying and responding to students who may be at-risk.
- Where there has been no contact with the student or parent/carer and no evidence of online learning, the student's absence will be recorded as 'unexplained' and a same-day absence notification process initiated.
- Where student wellbeing concerns are identified, depending on the nature of the concerns, principals may seek to contact the police and/or child safety, contact their Regional Taskforce for guidance and/or put in place any internal and external supports for the student, as required. Student Protection reporting processes should also be followed.

Regional Taskforce – Supporting at-risk students

- A *Regional Taskforce – Supporting at-risk students* has been established in each region to ensure close monitoring of young people for whom there are any welfare concerns occurs, including exposure to DFV.

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- The taskforce consists of DoE regional staff, as well as a key contact from Child Safety, who principals and school staff can seek advice from or escalate matters to when they identify concerns for a student.
- The taskforce does not replace existing student protection reporting processes for school staff members.
- Data collected regarding referrals to Regional Taskforces, along with student protection reporting data for the first two weeks of Term 2 indicates school staff are identifying and responding to concerns of student harm comparably with the same period in 2019.
- Regional staff including Principal Advisors, Student Protection and Senior Guidance Officers continue to provide support to principals and school staff that are supporting children and families who are victims of DFV. This includes facilitating referrals to support services where appropriate.

Support for students' safety, mental health and wellbeing while learning at home

- Daily check-ins with students is used to help identify student safety, welfare and wellbeing. Additional monitoring processes have been encouraged for identified at-risk students and ongoing reporting of suspected harm to students remains a priority.
- A range of internal specialist staff, such as Guidance Officers, Youth Support Coordinators, Chaplains, Nurses, Learning Support Teachers, specialist advisory visiting teachers exist to provide specialised support to students. Referral to external services is also used to support students and families.
- Guidance Officers continue to provide counselling and support to students learning at home and referral to external services for students and parents, as appropriate.
- For some households, supporting children's learning at home can be challenging, particularly where parents/carers are working at home. Schools are encouraged to provide families with mechanisms to discuss home learning concerns.

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- Principals have been encouraged to examine student safety, mental health and wellbeing issues broadly and individually, with the option of attendance at school for identified, at-risk students available.
- Schools have been encouraged to loan students devices to support learning at home.
- In addition to the learning programs delivered by teachers, additional resources to support parents with learning at home, have been published on the Learning Place and on the department's learning@home website.
- A range of broadcast lessons provided by teachers are available on learning@home TV. This includes televised reading@home and coding@home lessons.
- Information, including parent activities to support student health and wellbeing during self-isolation have been published on the department's learning@home website.

Case Study: Single Mum Jenny

What is the next priority for Jenny and her children?

- Jenny is encouraged to contact the Department of Social Services and the Queensland Government's Community Recovery Hotline to identify what financial and practical support can be provided to assist Jenny and her children.
- Jenny's health and the health of her children is a critical priority. Jenny should contact Queensland Health on 13 HEALTH for advice on health related issues and continue to liaise with her GP.
- Lifeline and BeyondBlue are available 24/7 for crisis telephone support.
- The Queensland Government's Novel Coronavirus (COVID-19) page (<https://www.qld.gov.au/community/disasters-emergencies/queensland-disasters/novel-coronavirus-covid-19>) provides telephone numbers and information on services available to assist with the provision of emergency relief and information on financial assistance for those impacted by COVID-19.

How can Jenny and her children get support?

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- Jenny should be encouraged to speak with her school about options for the children to attend school. Alternatively, the school can examine options to modify learning at home requirements for Jenny's school-aged child and/or put in place additional online support.
- Jenny should be encouraged to speak with her day-care centre about options for financial assistance to enable day-care attendance.

How are Jenny and her children being impacted by COVID-19?

- Jenny and her children are feeling anxious about their financial and health circumstances and increasingly isolated at home. Jenny also appears to be losing confidence in her parenting capacity.
- Contact with Family and Child Connect would provide Jenny with referral to services to support herself and her children.

What services could Jenny access to help her and her children?

- Jenny may be entitled to financial assistance through the Department of Social Services and through relief packages available through the Queensland Government's Community Recovery assistance.
- Community Recovery may be able to provide Jenny with information on emergency relief packages provided via organisations such as Salvation Army.
- Schools and day care centres should be contacted for assistance with day-care attendance and fees and to discuss school attendance or support for learning at home.
- Jenny should continue to keep in touch with her local DV service.

What supports could be provided to Jenny's children to help them through the impact of COVID-19?

- Counselling and learning assistance can be provided by the school for the school-aged child, assistance and referral to external services can be facilitated by the Guidance Officer or through Family and Child Connect
- Medical advice and assistance to access medical services for her children is a priority. Queensland Health can assist with this.

Case Study: Martha

How does Martha get help?

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- Martha should be encouraged to seek help via phone from her local DV service in relation to the abuse she is receiving from her husband and teenage son.
- Martha should contact her sons' school to discuss additional learning at home support or the option of attending school.

What are Martha's priorities?

- Martha's priority is to seek advice from a specialist DV service either by phone or online (DVConnect, 1800RESPECT) or through her local DV service by phone or online.
- These services could examine Martha's risks and assist Martha with safety planning at home.
- In the event of a domestic violent incident, Martha should be encouraged to call the police on triple zero.
- DVConnect provides emergency transport and assistance with temporary crisis accommodation, should Martha need to leave the home for her safety.
- The police are also able to be contacted for advice via their online DV form and via an SMS number for non-urgent DV matters.

How has COVID-19 impacted on Martha and her family?

- The stress of being at home together has created additional relationships pressures between Martha and her teenage sons.
- The requirement to self-isolate has resulted in Martha being cut off from support services and increased capacity for her husband to exert additional coercive control and to be physically abusive to Martha.

What resources are out there to help Martha's boys learn about that this behaviour is not okay?

- The school may offer prosocial programs for teenage boys on behaving respectfully in relationships.
- Martha should speak with the school Guidance Officer to discuss programs that might be suitable at school or external to the school.
- Local Domestic Violence services often offer programs for young men and teens who are using abusive and controlling behaviours in their relationships.

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

How could Martha engage with the DV service again?

- When her husband is not in proximity, Martha should be encouraged to contact her local DV service via telephone. They may also have capacity to provide online counselling and advice or support via text.
- 1800 RESPECT provide 24/7 telephone and live web counselling.
- As restrictions ease, Martha may find some opportunity while out of the house to contact her local DV service.
- Alternatively, while her husband or sons are out of the house or engaged in activities, Martha may find opportunity to email, phone or text her local DV service.

How does Martha deal with the parental responsibility she feels towards her children and maintaining her own safety?

- Martha should seek specialist counselling and support from 1800 RESPECT or her local DV service in relation to her son's increasingly abusive behaviour. Programs for the teenage sons may be provided by the DV service that address this behaviour.
- Martha should be reminded that her safety and the safety of others in the household are paramount. In the event of danger or in an emergency, Martha should call the police on triple zero.
- Counselling support may be available to Martha via the DV Service, or through another counselling service.
- The school can also assist Martha with identifying services for her sons and for Martha to access.
- Guidance Officer support may be available for Martha's son/s.
- The school may also offer programs aimed at building respectful relationships in young teenage boys that Martha's sons could participate in.

Case Study: Jane, Mark and their three children

What more could be done to support Jane?

- Jane should be encouraged to report her ex-partner's behaviour to the police as it is likely a breach of the existing DV Order.

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- Jane should liaise with the Police regarding what evidence requirements she needs to keep and provide to confirm breaches of the existing order or to seek a variation in arrangement of the existing order.
- Jane should be encouraged to seek legal advice regarding her ex-partner's unreasonable demands, ongoing verbal abuse, coercive control and non-return of her children, as per their arrangements.
- A legal service could assist Jane with commencing actions to take out a parenting order. Community Legal Services and Legal Aid may be able to provide free or cheaper financial assistance.

What more could be done to support Jane and Mark's children?

- The local DV service should be encouraged to continue contacting Jane proactively to keep in touch.
- Jane's case could be referred to the local DV High Risk Team for their consideration as Jane's ex-partner's behaviour does appear to be escalating.
- If Jane's children are school-aged, Jane should be encouraged to speak with the principal about her concerns and should ensure the school has a copy of the DV Order and is aware of all contact arrangements on the Order.

How has the current COVID-19 environment impacted the child access arrangements in place for Jane and Mark and how has this had an impact on the children?

- Jane's ex-partner has used COVID-19, reduced access to services, concerns about the children's health and the requirement to self-isolate as an opportunity to exert more coercive control over Jane and her children.

What could the DV service do to help Jane and her children?

- Remain in regular contact with Jane and continue encouraging Jane to report breaches of the existing DV Order by her partner to police.
- Assist Jane with applying for a variation to the DV Order to reduce or more effectively manage the ex-partner's contact with the children.
- Provide information on legal services available to assist Jane with seeking a parenting order.

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

- Refer Jane's case to the local High Risk Team (consisting of Child Safety, Police, Courts, DV services and other agencies) for their consideration and monitoring as Jane's ex-partner's behaviour is escalating.

RIGHT TO INFORMATION:

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

RELEASED UNDER THE RTI ACT

A/ADG Signature: Margaret Gurney

Date: 05/05/2020

Author: Brett Weeden
Christine Loos

Branch: State Schools Operations

Phone: 3513 5948

Briefing Note

Director-General
Department of Education

Action required: For Approval

Action required by: 16 September 2019

Urgent: To ensure communications and recommendations can be actioned prior to the proposed action on 20 September 2019.

SUBJECT: PROPOSED ACTION BY QUEENSLAND TEACHERS' UNION TO PARTICIPATE IN THE GLOBAL CLIMATE STRIKE – 20 SEPTEMBER 2019

Summary of key objectives

- To inform the Director-General about the possible unprotected industrial action the Queensland Teachers' Union (QTU) has proposed for the purpose of participating in the global climate strike on 20 September 2019.
- To provide the Director-General with the Department of Education's recommended response to the action.
- To seek the Director-General's approval to withhold pay from employees for the duration the employee engages in the strike.

Key issues

1. On 4 September 2019, QTU issued a Members' Newsflash (**Attachment 1**) requesting, in part, that consideration be given for QTU to issue a directive for QTU members at their school site to walk off the job at 12 noon on 20 September 2019. The walk off is to enable participation in the global climate strike.
2. The department has not received formal advice from QTU regarding the proposed action.
3. As the walk-off is to enable participation in the global climate strike, any action taken by Queensland teachers will likely be considered unprotected industrial action pursuant to the *Industrial Relations Act 2016* (the Act). Consequently, it may be open for the department to lodge a Notice of Industrial Dispute under section 261 of the Act and to also withhold pay from any teacher who decides to participate in the action.
4. QTU has asked its representatives at schools to hold workplace meetings and ballots in support of the global student strike, to discuss the following resolutions and actions:
 - *That QTU members at (school name) support urgent and far-reaching actions by Australian governments to address the causes and impacts of global warming and climate breakdown before it is too late.*
 - *That QTU members at (school name) express their support for students participating in the global climate strike, a practical exercise of the active and informed citizenship for which students are educated.*
 - *That QTU members at (school name) request that the QTU issue a directive for QTU members of (school name) to walk-off the job at 12 noon on Friday 20 September to enable participation in the global climate strike.*

- *That QTU members host a workplace morning/afternoon tea to share information about the September 20 #ClimateStrike and how the climate crisis impacts upon us.*
5. Once the ballots are collected, QTU will determine whether to issue a directive to all participating schools who have agreed for members to walk-off the job on 20 September 2019 to participate in the global climate strike. As the outcome of these ballots is not yet known, the potential impact of the proposed action on services is not yet known.
 6. QTU has encouraged its representatives who intend on participating in the proposed action to discuss options for reorganising work arrangements with their principal in the first instance. QTU has also advised its members that those who stop work will likely lose three hours' pay.
 7. In the event of QTU issuing a directive for a school site, it is recommended that pay is withheld for the duration that the employee engages in the strike action. If this recommendation is approved, this will be communicated to teachers, principals and QTU. Principals will also be requested to put in place localised arrangements to ensure that classroom coverage and student supervision is not disrupted during this time.
 8. At this time, it is not recommended that the department apply to the Queensland Industrial Relations Commission (QIRC) to seek to prevent the proposed unprotected industrial action. However, monitoring of the outcome of the ballots remains ongoing and this position may be revisited once the potential impact is known.

Implications

9. The proposed unprotected industrial action may be limited as employees at individual sites may vote not to participate in the action.
10. The department's response may need to be considered and actioned quickly if QTU member participation looks to cause operational disruption to schools.
11. If steps are not taken to prevent employees from taking unprotected industrial action, it may set a precedent for future unlawful action.
12. Further advice may be required in relation to the department's prospects of success if a decision is made by the Director-General to lodge a Notice of Industrial Dispute with QIRC for the purpose of seeking an order to terminate or suspend the proposed action.

Recommendation

That the Director-General:

- **note** the information about the possible unprotected industrial action the Queensland Teachers' Union has proposed for the purpose of participating in the global climate strike on 20 September 2019;
- **note** the Department of Education's recommendation not to seek the intervention of the Queensland Industrial Relations Commission at this time; and
- **approve** the withholding of pay from teachers participating in the action.

NOTED / APPROVED / NOT APPROVED

Tony Cook
TONY COOK
 Director-General
 Department of Education

16 / 9 / 2019

☒ Copy to Ministers Office

Director-Generals comments

For info of SPA.

Action Officer
 Marie Creighton
 Manager

Integrity and
 Employee Relations
 Tel: 07 3513 6516

Endorsed by
 Lisa McKenzie
 Director

Integrity and
 Employee Relations
 Tel: 07 3513 6573
 Mob: [REDACTED]
 Date: 11/09/2019

Endorsed by
 David Miller
 Executive Director,

Integrity and
 Employee Relations
 Tel: 07 351 36523
 Mob: [REDACTED]
 Date: 11/09/2019

Endorsed by
 Dion Coghlan
 Assistant Director-
 General
 Human Resources

Tel: 07 3513 6576
 Mob: [REDACTED]
 Date: 12/09/2019

Endorsed by
 Jeff Hunt
 Deputy Director-
 General
 Corporate Services

Tel: 07 3034 4771
 Mob: [REDACTED]
 Date: 12/09/2019