

Minister's Office File Ref:	
Department File Ref:	12/416046

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Urgent – Information to support correspondence**

### SUBJECT: PARENTS & CITIZEN'S ASSOCIATION'S (P&C) DONATIONS TO CHARITIES

#### Summary of key objectives

- The Minister for Education, Training and Employment has received correspondence regarding P&C donations to charities.

- Crown Law advice (Attachment 1) has been obtained which states 8 of the RTI Act - Information subject to leg

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

- Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

#### Key issues

- Crown Law advice states that ns 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional pri

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

- The Minister has power, under s.121(2)(b) of the EGPA, to give P&Cs written directions about matters relevant to the performance of their functions.

#### Implications

- The Department of Education, Training and Employment (DETE) has worked closely with P&Cs QLD and has previously communicated the same position that the P&Cs QLD fact sheet and article held regarding P&C donations to charities.
- A further review of DETE's P&C Accounting Manual will be undertaken.
- Consultation will occur with P&Cs QLD (formally Queensland Council of Parents and Citizens' Association) to ensure a consistent interpretation and understanding of the EGPA in this regard.
- DETE will work with P&Cs QLD to support communications out to all P&Cs across the state.

#### Background

- In July, P&Cs QLD published its Term 3 Parent Talk newsletter stating that P&Cs cannot donate funds to charities.
- In September 2012, P&Cs QLD published a fact sheet containing the same information but adding that P&Cs cannot donate funds directly to charities.

#### Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/416046

**Recommendation**

That the Chief of Staff

**Note** that DETE will liaise with P&Cs QLD to ensure a consistent interpretation of the EGPA in regard to P&C donations to charities and the communication of this interpretation.

**NOTED**



**FIONA CRAWFORD**

**Chief of Staff**

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

**Minister for Education, Training and Employment**

7/12/12

☐ Copy to Assistant Minister

**Chief of Staff's comments**

--

<b>Action Officer</b>	<b>Endorsed by:</b>	<b>Endorsed by:</b>
Danielle McAllister	Director	ADG
Principal Policy Officer	Hayley Stevenson	Marg Pethiyagoda
School Administration and Resourcing	School Administration and Resourcing	State Schooling Operations and Strategy
Tel: 3405 6361	Tel:	Tel: 3237 0157
	Mob:	Mob:
	Date: 16/11/12	Date: 16/11/12

Pages 3 through 9 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)



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

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

**12 DEC 2012**

s 47(3) - contrary to public interest

**Kenmore State High School**

**Email:** s 47(3) - contrary to public interest

**Dear** s 47(3) - contrary to public interest

Thank you for your emails dated 26 September and 22 October 2012 regarding Parents and Citizens' Associations' donations to charities.

The Department of Education, Training and Employment has explored the interpretation of the *Education (General Provisions) Act 2006* in relation to this issue and agree that it appears possible for a P&C Association to donate money to a charitable organisation where it is for the benefit of the students at the school to do so.

The Department will provide clarification through a review of the P&C Accounting Manual and will consult with P&Cs Qld on the issue.

Thank you for raising this matter with me and for your continued support of education in Queensland state schools.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Assistant Director-General, Education Queensland, on telephone 3237 1625 or by email at [margaret.pethiyagoda@dete.qld.gov.au](mailto:margaret.pethiyagoda@dete.qld.gov.au).

Yours sincerely

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

Ref: 12/384552 ETE/12/3447

Pages 11 through 13 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)

**Question on Notice**

**No. 580**

**Asked on 11 September 2012**

**Mr Knuth** asked the Minister for Education, Training and Employment (Mr Langbroek) –

**QUESTION:**

With reference to the Atherton State High School which has submitted an expression of interest for the Independent Public Schools program and as staff, students and parents, as well as the broader community of Atherton have expressed reservations with the timing of the program conflicting with the rollout of the National Curriculum and the frustration with the lack of information being provided and grave concerns with the short timeframe given to schools to conduct community consultation—

Will the Minister advise what mechanisms are in place to ensure the transition of any school in Queensland to an Independent Public School has the support of the broader school community?

**ANSWER:**

I thank the Member for his question.

The *Independent Public Schools* initiative delivers on the Government's election commitment to give Queensland principals, teachers, parents and local communities greater control and ownership of their schools as well as greater input into decisions that affect them. The *Independent Public Schools* initiative will cut red tape, remove layers of management and give local communities a greater say in decision making.

All Queensland state schools were invited to apply to become an Independent Public School through an Expression of Interest process. This process included submitting a short written application which demonstrated broad consultation has occurred with staff, including the Local Consultative Committee; parents, including the Parents & Citizens' Association and the wider community, including local businesses and industry.

The 26 schools that were successfully selected as *Independent Public Schools* in the first round for 2013 demonstrated strong support from stakeholders, and the capacity to take up the opportunities offered.

Pages 15 through 16 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)

**Question on Notice**

**No. 597**

**Asked on 12 September 2012**

**Mr Knuth** asked the Minister for Education, Training and Employment (Mr Langbroek) –

**QUESTION:**

With reference to the unique difficulties experienced by remote students with the rollout of the national curriculum—

Will the Minister ensure no further key learning areas from the national curriculum are rolled out until quality control, material content and format issues have been resolved?

**ANSWER:**

I thank the Member for his question.

My department is supporting the implementation of the Australian Curriculum in Queensland state schools – including Schools of Distance Education – through the Curriculum into the Classroom (C2C) initiative which is providing a comprehensive set of curriculum planning resources to support teachers.

C2C is not mandatory, however all schools must update their curriculum to align with the new Australian Curriculum. C2C is a recommended starting point for schools to implement the Australian Curriculum. Schools are able to make local decisions about adapting and adopting C2C materials to meet the needs of their students.

Queensland schools are implementing the Australian Curriculum: mathematics, science and English in 2012 and History in 2013.

Schools of Distance Education Principals have agreed that the History units of work would be delivered in the second half of the 2013 school year.

The Queensland schooling sectors have not yet determined the implementation timelines for future Australian Curriculum subjects.

Queensland Schools of Distance Education use Independent Learning Materials which have been designed to support students in distance education contexts. These materials have been planned and written by specialist writers who have taught in distance education, small schools and/or multi-level settings, and include information and guidelines to support their use and delivery.

Additional writers have been employed since the beginning of Term 2, 2012 to ensure that the writing of materials continues at a rate that will meet timelines for use by tutors and students.

Independent Learning Materials are being refined through a review process to be more responsive to the needs of home tutors and appropriate for independent learners. In response to feedback:

- Schools of Distance Education hold teleconferences and/or meetings to support home tutors and teachers;
- the Independent Learning Materials were modified to provide more support for students, home tutors and families;



- the Independent Learning Materials now include guide sheets to support home tutors with the 'new' language of the Australian Curriculum, step-by-step instructions (written in user-friendly language), answer sheets to model appropriate student responses, teaching notes, video clips of teaching episodes, Evidence of Learning checklists, and student lesson and resource overviews; and
- Independent Learning Materials now identify core and non-core activities to enable delivery of the required content within a given timeframe.

The Executive Principal of Brisbane School of Distance Education is forming a reference group of parents and teachers to review the Independent Learning Materials prior to their final publication.

Pages 19 through 20 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)

**Question on Notice**  
**No. 510**  
**Asked on 21 August 2012**

**Mr Katter** asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

With reference to the establishment of Independent Public Schools—

What consideration has been given to ensuring that teachers who take postings in regional and rural schools will have options for postings into metropolitan schools at the completion of their rotation given the reduction of school numbers in this pool?

ANSWER:

I thank the Member for his question.

I have been advised by my Department that there will continue to be positions available for teaching staff that have accumulated sufficient transfer points in rural and regional Queensland.

I am further advised that my Department is working to ensure sufficient vacancies exist in Metropolitan schools to achieve this outcome.

Permanent teaching staff, including those in regional and rural locations will have the opportunity to apply for teaching vacancies at *Independent Public Schools* and will be considered on merit along with all applicants.

The *Independent Public Schools* initiative is being implemented in a staged process with up to 30 schools commencing in 2013 and up to an additional 30 schools each year until 2016. The total number of Independent Public Schools will not exceed 120.

Pages 22 through 24 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)

**Question on Notice**

**No. 396**

**Asked on 12 July 2012**

**MR SORENSEN** asked the Minister for Education, Training and Employment (Mr Langbroek) –

**QUESTION:**

With reference to the distance education version of the Curriculum into the Classroom (C2C) – computer based documents, written to support the roll-out of the Australian curriculum by the previous Labor Government —

- (1) How many students have stopped their distance education C2C to seek other education avenues because of its failure to launch in 2012?
- (2) What was the cost of the roll out of the distance education C2C for 2012?

**ANSWER:**

I thank the Member for his question.

In January 2012, Queensland schools including Schools of Distance Education (SDEs) commenced implementation of the Australian Curriculum.

I am advised by the Department of Education, Training and Employment (DETE), that in 2012, 37 students from 16 families have cancelled their enrolment across the seven SDEs. There is no data available concerning the reasons for enrolment cancellation.

C2C materials have been developed to support the implementation of the Australian Curriculum in these schools. In response to feedback received from distance education home tutors and parent groups, including the Isolated Children's Parents' Association, DETE has been reviewing and refining the C2C materials for distance education students.

The approximate cost in 2012 to write, produce, distribute and support the use of the C2C materials for distance education students is \$4.5 million.

Pages 26 through 27 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)

**Question on Notice**

**No. 524**

**Asked on 22 August 2012**

**Mr Stevens** asked the Minister for Education, Training and Employment (Mr Langbroek) –

**QUESTION:**

Will the Minister outline the government's commitment to the chaplaincy services in Queensland schools and, in particular, schools in the Mermaid Beach Electorate?

**ANSWER:**

I thank the Member for his question.

The State Government supports the valuable contribution that school chaplains make to the spiritual and emotional wellbeing of students in our school communities.

I have been advised by my Department that chaplaincy and student welfare services are currently provided to 886 state schools through the two government-funded programs. These programs are the:

- *State Government Chaplaincy/Pastoral Care Funding Program*; and
- *National Schools Chaplaincy and Student Welfare Program*.

The State Government currently commits \$908,000 each year to support 128 primary and secondary state schools Chaplaincy Services. An additional \$1 million over four years to support chaplaincy services in all schools was announced as an election commitment. This will increase funding to the current state schools and allow up to an additional 22 state schools to join the program.

The four state schools located in the Mermaid Beach Electorate are:

- Broadbeach State School
- Merrimac State High School
- Varsity College
- Robina State School.

Three of these schools receive funding under the *National Schools Chaplaincy and Student Welfare Program*.

Minister's Office File Ref:	
Department File Ref:	12/240881

## Briefing Note

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

### Action required: For approval

### Action required by: 13/8/2012

**Routine** – To enable the launch of the chaplaincy election commitment – follow up to Ministerial Information Briefing (21/6/2012). Schools expressions of interest forms are proposed to be submitted by 31 August 2012.

## SUBJECT: IMPLEMENTATION OF THE CHAPLAINCY ELECTION COMMITMENT

### Summary of key objectives

- To seek Ministerial approval for the planned approach for the chaplaincy election commitment expansion including the selection of new schools and timelines, and the package of promotional materials that has been prepared for schools, regions and the media.

### Key issues

- On 21 June 2012 the Minister determined a preferred option for the allocation of the additional funding of \$885,000 over four years to enhance the State Government Chaplaincy/Pastoral Care Funding Program (SGCPCFP). The decision is to increase the funding to the current 128 schools and also to increase the number of schools which access the SGCPCFP.
- This will mean an increase of funds by 10% to the 128 current schools (from either \$5,000 to \$5,500 or \$10,000 to \$11,000) and up to an additional 22 schools joining the program from 2013. The number of additional schools will be dependent upon the size of the schools.

### School selection

- It is proposed that schools be given the opportunity to express interest in providing a chaplaincy/pastoral care services program outlining their local community support for the program and type of support worker that best meets the needs of students.
- Similar criteria to those used to select the initial schools in 2007 will be used to identify the additional schools that will be able to express interest in delivering a chaplaincy program. That is:
  - schools within the Broad Socioeconomic Grouping (BSEG) based on the Index of Relative Socio-Economic Disadvantage (IRSED) ranking as low or mid-low range socioeconomic backgrounds; and
  - schools with enrolments greater than 100.
- In addition, schools receiving National Schools Chaplaincy and Student Welfare Program (NSCSWP) funds are ineligible to be considered for the additional funds.
- There are currently a total of 171 schools in the low and mid-low range that meet the enrolment criteria, of which 128 are currently receiving funding. Therefore, 43 schools will be given the opportunity of expressing interest in the program. However, it is estimated that only up to 22 schools will be able to receive funding (**Attachment 1**).



Minister's Office File Ref:	
Department File Ref:	12/240881

7. The current 128 schools receiving funding will continue to be funded through this program until further review. Enrolments can increase above or decrease below the set threshold. Funding was designed to ensure continuation of the school based programs in these 128 schools, even though enrolments may decrease below the set threshold.

#### *Timelines*

8. The proposed implementation timelines for the expanded SGPCFP are as follows:

Action / process	When
Identify list of potential additional schools using eligibility criteria	July 2012
Expression of interest (EOI) process for potential additional schools	Term 3 2012
Current 128 schools notified of additional funds	Term 3 2012
Current 128 schools payment is increased by 10%	Term 3 2012
Additional schools confirmed and notified	September 2012
First payment to additional schools	October 2012

#### *Promotional material*

9. A range of material has been developed to promote and support the expanded program to Queensland state schools and to explain components to the general public and local community stakeholders. The key materials identified will include:

- *correspondence to current schools* – outlining the election commitment, the increase in funds available to the school and information to support the program (**Attachment 2**);
- *correspondence to potential new schools* – outlining the election commitment, selection criteria, Expression of Interest (EOI) process and information to support the program (**Attachment 3**);
- website information, including:
  - *EOI form* – (**Attachment 4**);
  - *At a glance* – a one-page summary outlining the election commitment and program expansion (**Attachment 5**);
  - *Frequently Asked Questions* – a comprehensive list of questions and answers that have been drafted for schools and their local communities explaining the election commitment and program (**Attachment 6**); and
  - *Revised funding guidelines* – an overview of schools' funding responsibilities, including details on how schools engage the services of an appropriate chaplain/pastoral care worker (**Attachment 7**).

#### **Implications**

10. The Department is in a position to support a launch date determined by the Minister.
11. Corporate Communications and Marketing (CCM) has been consulted and will assist with a launch and communication strategy.
12. A draft press release has been developed in consultation with CCM (**Attachment 8**).

Minister's Office File Ref:	
Department File Ref:	12/240881

### Background

13. The Government has committed to providing a further \$1 million over four years (including basket nexus) to enhance the current SGPCFP, of which \$885,000 is available for state schools.
14. There are two government-funded programs for chaplaincy and student welfare/pastoral care services in Queensland state schools; the NSCSWP and the SGPCFP.
15. The SGPCFP provides funds of \$1 million per annum (including basket nexus) and is funded recurrently.
16. Actual recurrent funds for the SGPCFP to state schools equates to approximately \$908,000 per annum.

### Right to information

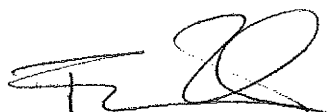
17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/240881

**Recommendation**

That the Minister approve:

- the planned approach for the chaplaincy election commitment expansion including the selection of new schools;
- the package of promotional materials that has been prepared for schools, regions and the media.

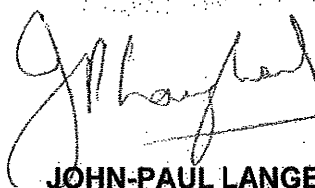
**NOTED**


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

16 / 8 / 12

☐ Copy to Assistant Minister

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



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

17 / 8 / 12

**Minister's comments**

--

Action Officer Director Suzanne Rothwell	Endorsed by: CFO Colleen Curran	Endorsed by: ADG Marg Pethiyagoda	Endorsed by: DDG EQ Lyn McKenzie	Endorsed by: DG Julie Grantham
Tel: 32354780	Tel: 3237 0983 Mob: Date: 10/7/12	Tel: 3237 0157 Mob: Date: 10/7/12	Tel: 3237 0619 Mob: Date: 7/8/12	Tel: 3237 0900 Mob: Date: / /

## Attachment 1

### CHAPLAINCY/PASTORAL CARE FUNDING PROGRAM –

#### IDENTIFIED SCHOOLS INVITED TO EXPRESS INTEREST FOR 2013

43 additional schools have been identified using the Index of Relative Socio-Economic Disadvantage (IRSED). These schools:

- are in the Low or Mid-low range of the Broad Socio-Economic Group (BSEG); and
- have total enrolments greater than 100.

Centre ID	Centre Name	Geographic Region	State/Electorate	IRSED Zone	Level
1550	Calen District SC	Central Queensland	Whitsunday	Remote	Combined
2098	Monto SHS	Central Queensland	Callide	Rural	Secondary
1831	Monto SS	Central Queensland	Callide	Rural	Primary
1420	Mundubbera SS	Central Queensland	Callide	Rural	Combined
0983	Park Avenue SS	Central Queensland	Rockhampton	Provincial City	Primary
3602	Charleville School Dist Ed	Darling Downs South West	Warrego	Remote	Combined
0770	Glennie Heights SS	Darling Downs South West	Southern Downs	Rural	Primary
0925	Greenlands SS	Darling Downs South West	Southern Downs	Rural	Primary
0437	Texas P-10 SS	Darling Downs South West	Southern Downs	Remote	Combined
0182	Wallumbilla SS	Darling Downs South West	Warrego	Remote	Combined
3601	Cairns School of Dist Ed	Far North Queensland	Cairns	Rural	Combined
8009	Cape York Aboriginal Aust Academy	Far North Queensland	Cairns	Remote	Combined
0460	Kowanyama SS	Far North Queensland	Cook	Remote	Combined
5689	Kuranda District SC	Far North Queensland	Barron River	Rural	Combined

TRIM: 12/249662

SC	Name	Geography - Region	State - Electorate	EQ Zone	Category
0505	Lockhart SS	Far North Queensland	Cook	Remote	Combined
2067	Malanda State High School	Far North Queensland	Dalrymple	Rural	Secondary
1396	Malanda State School	Far North Queensland	Dalrymple	Rural	Primary
0167	Mossman SS	Far North Queensland	Cook	Rural	Primary
1243	Northern Peninsula Area SC	Far North Queensland	Cook	Remote	Combined
0639	Parramatta SS	Far North Queensland	Cairns	Metropolitan	Primary
0457	Pormpuraaw SS	Far North Queensland	Cook	Remote	Combined
1978	White Rock SS	Far North Queensland	Mulgrave	Metropolitan	Primary
1980	Whitfield State School	Far North Queensland	Cairns	Metropolitan	Primary
1614	Wonga Beach State School	Far North Queensland	Cook	Rural	Primary
1565	Blair SS	Metropolitan	Ipswich	Metropolitan	Primary
0224	Tivoli SS	Metropolitan	Ipswich West	Metropolitan	Primary
3014	Western Suburbs State Special School	Metropolitan	Inala	Metropolitan	Special
3029	Bundaberg Special School	North Coast	Bundaberg	Provincial City	Special
0602	Cooran State School	North Coast	Gympie	Rural	Primary
0482	Gympie East State School	North Coast	Gympie	Rural	Primary
1858	Hercules Road State School	North Coast	Murrumba	Metropolitan	Primary
0168	Kilkivan SS	North Coast	Callide	Rural	Combined
0279	Kolan South SS	North Coast	Burnett	Rural	Primary

TRIM: 12/249662

Centre Code	Centre Name	Geographical Region	State Electorate	EQ Zone	School Category
1739	Moore Park SS	North Coast	Burnett	Rural	Primary
0400	Sharon State School	North Coast	Burnett	Rural	Primary
0945	Torquay SS	North Coast	Hervey Bay	Provincial City	Primary
0361	Two Mile SS	North Coast	Gympie	Rural	Primary
0379	Bwgcorman Community School	North Queensland	Townsville	Remote	Combined
0411	Cloncurry State School	North Queensland	Mount Isa	Remote	Combined
0330	Doomadgee SS	North Queensland	Mount Isa	Remote	Combined
0291	Mornington Island SS	North Queensland	Mount Isa	Remote	Combined
0965	Sunset SS	North Queensland	Mount Isa	Remote	Primary
1203	Townview SS	North Queensland	Mount Isa	Remote	Primary

## CURRENT SCHOOLS 2012

Centre Code	Centre Name	Geographical Region	State Electorate	EQ Zone	School Category
1605	Baralaba State School	Central Queensland	Callide	Rural	Combined
2089	Burnett State College	Central Queensland	Callide	Rural	Secondary
0042	Gayndah State School	Central Queensland	Callide	Rural	Primary
0825	Gladstone South State School	Central Queensland	Gladstone	Provincial City	Primary
0067	Lakes Creek State School	Central Queensland	Keppel	Provincial City	Primary
0071	Mackay Central State School	Central Queensland	Mackay	Provincial City	Primary
0300	Mount Larcom State School	Central Queensland	Gladstone	Rural	Combined

TRIM: 12/249662

Centre Code	Centre Name	Region	State Electorate	Local Government Area	Level of Education
0526	Mount Morgan Central State School	Central Queensland	Mirani	Rural	Primary
2010	Mount Morgan State High School	Central Queensland	Mirani	Rural	Secondary
0546	Sarina State School	Central Queensland	Mirani	Rural	Primary
0739	Blackbutt State School	Darling Downs South West	Nanango	Rural	Primary
0289	Cunnamulla State School	Darling Downs South West	Warrego	Remote	Combined
0199	Esk State School	Darling Downs South West	Nanango	Rural	Primary
0697	Forest Hill State School	Darling Downs South West	Lockyer	Rural	Primary
1310	Goomeri State School	Darling Downs South West	Callide	Rural	Combined
0978	Harlaxton State School	Darling Downs South West	Toowoomba North	Provincial City	Primary
0055	Inglewood State School	Darling Downs South West	Southern Downs	Rural	Combined
0537	Jandowae Prep-10 State School	Darling Downs South West	Warrego	Rural	Combined
2052	Murgon State High School	Darling Downs South West	Callide	Rural	Secondary
0871	Murgon State School	Darling Downs South West	Callide	Rural	Primary
1227	Newtown State School	Darling Downs South West	Toowoomba North	Provincial City	Primary
2099	Oakey State High School	Darling Downs South West	Condamine	Rural	Secondary
0166	Oakey State School	Darling Downs South West	Condamine	Rural	Primary
1155	Proston State School	Darling Downs South West	Callide	Rural	Combined
1786	Rockville State School	Darling Downs South West	Toowoomba North	Provincial City	Primary
1357	Tara Shire State College	Darling Downs South West	Warrego	Rural	Combined

TRIM: 12/249662



Centre Code	Centre Name	Geographic Region	Localities	Size	School Category
0110	Toowoomba North State School	Darling Downs South West	Toowoomba North	Provincial City	Primary
0967	Yarraman State School	Darling Downs South West	Nanango	Rural	Combined
1689	Balacava State School	Far North Queensland	Cairns	Metropolitan	Primary
1522	Cairns West State School	Far North Queensland	Cairns	Metropolitan	Primary
0177	Cooktown State School	Far North Queensland	Cook	Remote	Combined
0807	Goondi State School	Far North Queensland	Mulgrave	Rural	Primary
0254	Herberton State School	Far North Queensland	Dalrymple	Rural	Combined
1660	Innisfail East State School	Far North Queensland	Mulgrave	Rural	Primary
6463	Innisfail State College	Far North Queensland	Mulgrave	Rural	Secondary
0527	Innisfail State School	Far North Queensland	Mulgrave	Rural	Primary
0944	Mount Garnet State School	Far North Queensland	Dalrymple	Remote	Primary
1315	Ravenshoe State School	Far North Queensland	Dalrymple	Rural	Combined
0025	Acacia Ridge State School	Metropolitan	Sunnybank	Metropolitan	Primary
0019	Bundamba State School	Metropolitan	Ipswich	Metropolitan	Primary
2130	Bundamba State Secondary College	Metropolitan	Bundamba	Metropolitan	Secondary
1044	Carole Park State School	Metropolitan	Inala	Metropolitan	Primary
1359	Coominya State School	Metropolitan	Nanango	Rural	Primary
1520	Darra State School	Metropolitan	Inala	Metropolitan	Primary
0959	Durack State School	Metropolitan	Inala	Metropolitan	Primary

TRIM: 12/249662



	School Name	Geographic Region	State	EQ Zone	School Category
1592	Glenala State High School	Metropolitan	Inala	Metropolitan	Secondary
0045	Goodna State School	Metropolitan	Bundamba	Metropolitan	Primary
1116	Inala State School	Metropolitan	Inala	Metropolitan	Primary
0061	Ipswich North State School	Metropolitan	Ipswich West	Metropolitan	Primary
0366	Ipswich West State School	Metropolitan	Ipswich	Metropolitan	Primary
1878	Kruger State School	Metropolitan	Bundamba	Metropolitan	Primary
1148	Leichhardt State School	Metropolitan	Ipswich West	Metropolitan	Primary
1589	Nyanda State High School	Metropolitan	Yeerongpilly	Metropolitan	Secondary
2174	Redbank Plains State High School	Metropolitan	Bundamba	Metropolitan	Secondary
0719	Redbank State School	Metropolitan	Bundamba	Metropolitan	Primary
0721	Richlands East State School	Metropolitan	Inala	Metropolitan	Primary
1865	Riverview State School	Metropolitan	Bundamba	Metropolitan	Primary
0590	Serviceton South State School	Metropolitan	Inala	Metropolitan	Primary
0584	Watson Road State School	Metropolitan	Sunnybank	Metropolitan	Primary
0275	Zillmere State School	Metropolitan	Nudgee	Metropolitan	Primary
1983	Agnes Water State School	North Coast	Burnett	Rural	Primary
0038	Albert State School	North Coast	Maryborough	Rural	Primary
1961	Beachmere State School	North Coast	Pumicestone	Metropolitan	Primary
0018	Bundaberg Central State School	North Coast	Bundaberg	Provincial City	Primary

TRIM: 12/249662

Centre Code	Centre Name	Geographic Region	State Electorate	EQ Zone	
0161	Bundaberg North State School	North Coast	Bundaberg	Provincial City	Primary
0637	Bundaberg South State School	North Coast	Bundaberg	Provincial City	Primary
0319	Burnett Heads State School	North Coast	Burnett	Provincial City	Primary
1903	Caboolture East State School	North Coast	Pumicestone	Metropolitan	Primary
2066	Caboolture State High School	North Coast	Pumicestone	Metropolitan	Secondary
0369	Caboolture State School	North Coast	Pumicestone	Metropolitan	Primary
0915	Chatsworth State School	North Coast	Gympie	Rural	Primary
0162	Clontarf Beach State School	North Coast	Redcliffe	Metropolitan	Primary
1884	Deception Bay North State School	North Coast	Murrumba	Metropolitan	Primary
2107	Deception Bay State High School	North Coast	Murrumba	Metropolitan	Secondary
0237	Deception Bay State School	North Coast	Murrumba	Metropolitan	Primary
2131	Gin Gin State High School	North Coast	Callide	Rural	Secondary
0298	Gin Gin State School	North Coast	Callide	Rural	Primary
0049	Gympie Central State School	North Coast	Gympie	Rural	Primary
1221	Gympie South State School	North Coast	Gympie	Rural	Primary
0345	Howard State School	North Coast	Maryborough	Rural	Primary
0164	Humpybong State School	North Coast	Redcliffe	Metropolitan	Primary
0465	Mary Valley State College	North Coast	Gympie	Rural	Combined
0417	Monkland State School	North Coast	Gympie	Rural	Primary

TRIM: 12/249662

SCIS Number	School Name	Geographic Region	Local Government Area	ECZ Zone	Service Provided
0125	Morayfield State School	North Coast	Morayfield	Metropolitan	Primary
1753	Moreton Downs State School	North Coast	Murrumba	Metropolitan	Primary
0051	One Mile State School	North Coast	Gympie	Rural	Primary
0759	Rosedale State School	North Coast	Burnett	Rural	Combined
1573	Thabeban State School	North Coast	Bundaberg	Provincial City	Primary
0577	Tin Can Bay State School	North Coast	Gympie	Rural	Combined
0522	Torbanlea State School	North Coast	Maryborough	Rural	Primary
1994	Tullawong State School	North Coast	Pumicestone	Metropolitan	Primary
1536	Urangan Point State School	North Coast	Hervey Bay	Provincial City	Primary
0536	Walkervale State School	North Coast	Bundaberg	Provincial City	Primary
1192	Wallaville State School	North Coast	Callide	Provincial City	Primary
2065	Bowen State High School	North Queensland	Burdekin	Rural	Secondary
0010	Bowen State School	North Queensland	Burdekin	Rural	Primary
1434	Garbutt State School	North Queensland	Townsville	Metropolitan	Primary
0360	Normanton State School	North Queensland	Mount Isa	Remote	Combined
1194	Queens Beach State School	North Queensland	Burdekin	Rural	Primary
1870	Rasmussen State School	North Queensland	Thuringowa	Metropolitan	Primary
0948	Vincent State School	North Queensland	Mundingburra	Metropolitan	Primary
2084	Beenleigh State High School	South East	Waterford	Metropolitan	Secondary

TRIM: 12/249662

Centre No.	Centre Name	Geographic Region	State Electorate	SAO Zone	Education Category
0006	Beenleigh State School	South East	Waterford	Metropolitan	Primary
1867	Berrinba East State School	South East	Woodridge	Metropolitan	Primary
1981	Boronia Heights State School	South East	Algester	Metropolitan	Primary
1922	Browns Plains State School	South East	Logan	Metropolitan	Primary
1966	Burrowes State School	South East	Woodridge	Metropolitan	Primary
1630	Coolangatta State School	South East	Currumbin	Metropolitan	Primary
1928	Crestmead State School	South East	Woodridge	Metropolitan	Primary
1876	Eagleby South State School	South East	Coomera	Metropolitan	Primary
1974	Eagleby State School	South East	Coomera	Metropolitan	Primary
0359	Harris Fields State School	South East	Woodridge	Metropolitan	Primary
2139	Kingston College	South East	Woodridge	Metropolitan	Secondary
1348	Kingston State School	South East	Woodridge	Metropolitan	Primary
0069	Logan Reserve State School	South East	Logan	Metropolitan	Primary
2153	Loganlea State High School	South East	Waterford	Metropolitan	Secondary
2161	Mabel Park State High School	South East	Woodridge	Metropolitan	Secondary
0356	Mabel Park State School	South East	Waterford	Metropolitan	Primary
1959	MacLeay Island State School	South East	Redlands	Rural	Primary
2176	Marsden State High School	South East	Waterford	Metropolitan	Secondary
1875	Marsden State School	South East	Woodridge	Metropolitan	Primary

TRIM: 12/249662

Enrolment Number	School Name	Geographic Region	State Electorate	Electoral Zone	School Category
1906	Mount Warren Park State School	South East	Albert	Metropolitan	Primary
1488	Russell Island State School	South East	Redlands	Rural	Primary
0130	Waterford State School	South East	Waterford	Metropolitan	Primary
1856	Waterford West State School	South East	Waterford	Metropolitan	Primary
0647	Woodridge North State School	South East	Woodridge	Metropolitan	Primary
2128	Woodridge State High School	South East	Woodridge	Metropolitan	Secondary
0704	Woodridge State School	South East	Woodridge	Metropolitan	Primary

Dear Principal

**RE: 2013 State Government Chaplaincy/Pastoral Care Funding Program**

The Queensland Government announced an election commitment of an additional \$1 million to enhance the *State Government Chaplaincy/Pastoral Care Funding Program* (SGCPCFP) of which \$885,000 is for state schools. The purpose of the program is to assist schools to provide optional social, emotional and/or spiritual support to students and/or staff and to enhance engagement with the broader community including parents in identified schools.

These additional funds will support an increase in funds provided to the current 128 schools and allow up to 22 additional schools to participate in the SGCPCFP from 2013.

Your school has been identified as being eligible to express interest in joining the SGCPCFP.

Information about the program can be found in the attached documents *At a Glance* and *Frequently Asked Questions*.

If you are interested in applying you will need to complete the attached *Expression of Interest* (EOI) indicating community support for the program and the type of service required.

The EOI must be returned to [EQ@dete.qld.gov.au](mailto:EQ@dete.qld.gov.au) no later than 21 September 2012. You will be notified of the outcome of the EOI in the second week of Term 4 2012.

Any queries may also be emailed to [EQ@dete.qld.gov.au](mailto:EQ@dete.qld.gov.au) or directed to Ms Margaret Pethiyagoda, A/Assistant Director-General, Education Queensland at [margaret.pethiyagoda@dete.qld.gov.au](mailto:margaret.pethiyagoda@dete.qld.gov.au) or on (07) 3237 0157.

Yours sincerely

**LYN MCKENZIE**  
**Deputy Director-General**

Ref: 12/242631

Dear Principal

**RE: 2012 State Government Chaplaincy/Pastoral Care Funding Program**

The Queensland Government announced an election commitment of an additional \$1 million to enhance the *State Government Chaplaincy/Pastoral Care Funding Program* (SGCPCFP) of which \$885,000 is for state schools.

These additional funds will support an increase in funds provided to the current 128 schools and allow up to 22 additional schools to participate in the SGCPCFP from 2013.

Revised funding for all schools participating in the SGCPCFP will now be:

- \$11,000 per year to those schools currently receiving \$10,000 per year and for new schools with 410 or more students enrolled as at February 2012; and
- \$5,500 per year to those schools currently receiving \$5,000 per year and for new schools with 100 to 409 students enrolled as at February 2012.

Our records indicate that your school currently receives funds through the SGCPCFP. Schools will receive the increased funds in Semester 2, 2012 through the September Grants and Payments System (GAPS).

Additional information about the program expansion is available in the attached documents *At a Glance* and *Frequently Asked Questions*, and questions may be directed to Ms Margaret Pethiyagoda, A/Assistant Director-General, Education Queensland at [margaret.pethiyagoda@dete.qld.gov.au](mailto:margaret.pethiyagoda@dete.qld.gov.au) or on (07) 3237 0157.

Yours sincerely

**LYN MCKENZIE**  
**Deputy Director-General**

Ref: 12/246726

# State Government Chaplaincy / Pastoral Care Funding Program

Expression of Interest for Additional Schools

United in our pursuit of excellence

Name of school:	
Principal:	
Contact email:	
Type of service to be funded: (chaplaincy or pastoral care / student welfare):	
Indicate whether a Local Chaplaincy Committee has been established:	
Indicate the school's capacity to engage and utilise a chaplain or pastoral care/student welfare worker:	
Principal's signature:	
P & C President's signature:	
Date:	

Further information about the Expression of Interest (EOI) process can be found in the documents *At a Glance* and *Frequently Asked Questions*.

## Application checklist

- EOI form completed
- school staff, parents and local community consultation completed
- name and signature of principal
- signature of P&C President
- application submitted by **21 September 2012**.

## Submissions

For consideration in the selection process, please email the completed EOI form to:  
[EQ@dete.qld.gov.au](mailto:EQ@dete.qld.gov.au)



## The State Government Chaplaincy / Pastoral Care Funding Program At a Glance

United in our pursuit of excellence

### State Government Chaplaincy/Pastoral Care Funding Program

The *State Government Chaplaincy/Pastoral Care Funding Program* assists school communities to provide supportive school environments for students. In 2012, the Queensland Government announced a further \$1 million over four years to support schools to access chaplaincy/pastoral care services, of which \$885,000 is provided to state schools.

In 2007, 128 state primary and secondary schools with the largest student populations in the Lowest Broad Socio-Economic Grouping were identified to participate in the program. As part of the Newman Government's 2012 election commitment, up to an additional 22 schools will be able to participate in the program for four years starting in 2012.

Eligible schools will be identified and invited to participate through the submission of an Expression of Interest (EOI).

#### EOI process

Only identified eligible schools can apply for funds through the SGPCFP.

Schools apply through the submission of an EOI form which can be found at <http://education.qld.gov.au/student services/protection/chaplaincy/index.html>

#### Funding available

The additional funds will support an increase in funds provided to the current 128 schools and allow up to 22 additional schools to become part of the program. Revised funding provided to schools will be:

- \$11,000 per year for existing schools currently receiving \$10,000 per year and for new schools with 410 or more students enrolled as at February 2012
- \$5,500 per year for existing schools currently receiving \$5,000 per year and for new schools with 100 to 409 students enrolled as at February 2012.

The additional funding will be paid to schools from Semester 2, 2012.

#### EOI assessment criteria

The EOI applications will be considered against the following criteria:

- school community support for chaplaincy/pastoral care program
- the establishment of a Local Chaplaincy Committee where necessary
- school's capacity to engage and utilise a chaplain or pastoral care/student welfare worker
- level of socio-economic disadvantage.

#### Additional information regarding chaplaincy or pastoral care services

Information regarding chaplaincy or pastoral care services is contained in the Chaplaincy Services in Queensland State Schools procedure.

Additional information is available from:

<http://education.qld.gov.au/student services/protection/chaplaincy/index.html>

## The State Government Chaplaincy / Pastoral Care Funding Program

United in our pursuit of excellence

### Frequently Asked Questions

#### ***What is a chaplaincy or pastoral care service?***

In Queensland state schools, a chaplaincy service is an optional service which provides students, staff and parents with support which may have a religious and/or spiritual component.

A pastoral care service (similar to student welfare service) is an optional service which provides an additional dimension to the school's care, guidance and support of students and does not involve any religious or spiritual components.

#### ***How are chaplaincy or pastoral care services funded?***

The *State Government Chaplaincy/Pastoral Care Funding Program* was introduced in Queensland state primary and secondary schools in 2007 to assist school communities to provide supportive school environments for students.

The program provides funding to eligible schools to employ a chaplain or another provider of pastoral care, such as a youth worker.

Some schools have funds for these services through the support from local community fundraising.

In addition to the state funding program, the federal government *National School Chaplaincy and Student Welfare Program* also provides application-based funding to schools to engage a chaplain or student welfare worker.

#### ***How can parents find out what the chaplain or pastoral care / student welfare worker does in their child's school?***

Schools are required to publish information about their chaplaincy or pastoral care service in the school prospectus or equivalent document, on their website and through a range of school materials. Any parent is welcome to ask the school about the role of their chaplain or pastoral care/student welfare worker and the activities that they are involved in.

#### ***Can a school choose a pastoral care/student welfare worker instead of a chaplain?***

Yes. Schools do not have to have a chaplain. If they would prefer to employ a secular pastoral care or student welfare worker they are able to use both state and national funding to assist in this employment.

#### ***Can a school have a non-Christian chaplain?***

Yes. If the school community believes that a non-Christian chaplain would be more suitable for their school they may employ such a chaplain through a non-Christian Accredited Employment Agency.

#### ***What qualifications does a chaplain or pastoral care worker have?***

A chaplain must have or be currently completing a minimum qualification of a Certificate IV in a youth ministry discipline or Youth Work or other qualification as agreed between the department and the Accredited Employing Authorities.

They must also have completed Student Protection training, Code of Conduct training and hold a current Blue Card. All workers will be required to undergo ongoing professional development and training in areas pertinent to their role.

## **The Queensland Government 2012 Election Commitment**

The Newman Government has committed to providing a further \$1 million over four years (2013 – 2016) to support schools choosing to access chaplaincy services, of which \$885,000 is provided to state schools.

### ***How many new state schools will be eligible to join the program?***

Up to 22 additional schools will be able to join the program.

### ***Which schools will be eligible for funding under the expansion of the program?***

The criteria used to identify new schools for the program will be similar to the criteria used when the program was first established in 2007. The new schools are in the low socio-economic groups and have an enrolment over 100 students. The new schools identified do not currently receive any government funding for chaplaincy or pastoral care services.

### ***How do schools apply?***

The schools identified as eligible will be contacted and invited to complete an Expression of Interest (EOI) process which is available at:

<http://education.qld.gov.au/studentservices/protection/chaplaincy/index.html>

### ***What are the assessment criteria?***

The EOI applications will be considered against the following criteria:

- school community support for chaplaincy/pastoral care program
- the establishment of a Local Chaplaincy Committee where necessary
- school's capacity to engage and utilise a chaplain or pastoral care/student welfare worker
- level of socio-economic disadvantage.

### ***How much funding will each new school receive?***

The funding provided to schools from 2013 – 2016 will be:

- \$11,000 per year to schools with 410 or more students enrolled as at February 2012; and
- \$5,500 per year to schools with 100 to 409 students enrolled as at February 2012.

### ***Where can I find background information regarding chaplaincy or pastoral care services?***

Information regarding chaplaincy or pastoral care services is contained in the [Chaplaincy Services in Queensland State Schools](#) procedure. Additional information is available from <http://education.qld.gov.au/studentservices/protection/chaplaincy/index.html>



# CHAPLAINCY/PASTORAL CARE FUNDING GUIDELINES



United in our pursuit of excellence

---

## 1 Background

The *State Government Chaplaincy/Pastoral Care Funding Program* was introduced in Queensland state primary and secondary schools in 2007 to assist school communities to provide supportive school environments for students. In 2012, the Queensland Government announced a further \$1 million over four years to support schools to access chaplaincy/pastoral care services, of which \$885,000 is provided to state schools.

### **Purpose**

This is an optional program for schools which provides additional social, emotional and/or spiritual support to students and/or staff as well as enhancing engagement with the broader community including parents in identified schools.

This document outlines the school's funding responsibilities including how to engage the services of an appropriate chaplain/pastoral care worker. Additional procedures can be found in Chaplaincy Services in Queensland State Schools procedures and Schedule 2: Operational Guidelines.

### **Eligibility**

In 2007, 128 state primary and secondary schools with the largest student populations in the Lowest Broad Socio-Economic Grouping were identified to participate in the program. As part of the 2012 election commitment, up to an additional 22 schools will be able to participate in the program for 4 years from 2013.

Selection criteria for new schools included a combination of:

- Low and Mid-low range in the Broad Socio-Economic Grouping
- enrolments greater than 100
- not currently receiving funding for chaplaincy/pastoral care.

---

## 2 Community consultation

New schools identified as eligible for this program do not automatically receive funding. New schools are required to complete an Expression of Interest (EOI) process and meet selection criteria to be eligible for funding.

In order to decide which type of support worker is appropriate for a particular school, it is important that the principal consult with:

- the local school community;
- P & C Association, and
- other relevant stakeholders.

**Note:** *If an existing school is considering any change to the type of service at the school they must also undertake community consultation to establish support for this change.*

---

### **3 Selecting an Accredited Employing Authority (AEA) / Employment of an appropriate support person**

Schools do not employ a chaplain/pastoral care worker directly. Chaplains/pastoral care workers are employed through an external DETE accredited organisation.

DETE has a 'preferred provider' arrangement with a number of organisations. Schools must ensure the organisation they approach for services is one of the listed accredited organisations:

- Accredited Employing Authorities (AEA) of chaplains, or
- Department of Communities Youth Support Coordinator Initiative for student welfare workers.

If a listed AEA or a Youth Support Coordinator Initiative organisation is not able to provide services to the school (e.g. due to geographical remoteness) an alternate organisation may be sourced.

The school will need to contact [EQ@dete.qld.gov.au](mailto:EQ@dete.qld.gov.au) for further information on the accreditation processes if an alternate organisation is identified.

---

### **4 Use of funds and Service Agreement**

Additional funds are available to supplement the program for 2013-16. These additional funds will support a 10% increase in funds provided to the current 128 schools and allow up to 22 additional schools to become part of the program. Revised funding provided to schools will now be:

- \$11,000 per year to schools currently receiving \$10,000 per year and for new schools with 410 or more students enrolled as at February 2012; and
- \$5,500 per year to schools currently receiving \$5,000 per year and for new schools with 100 to 409 students enrolled as at February 2012.

Funds are paid directly to schools through the Grants and Payments System (GAPS) and will appear under the YNSS cost centre.

The additional funding will be paid to schools from late Semester 2, 2012.

#### ***Appropriate use of funds***

Funds are to be used only for chaplaincy/pastoral care services through the engagement of a support worker such as a chaplain, pastoral care coordinator, Youth Support Coordinator or student welfare worker.

Funding provided under the program must be used for additional support to students and must not replace funding for existing services.

#### ***Funding restrictions***

Funds cannot be used for:

- direct employment of a chaplain or other worker by a school
- payment of debts prior to the commencement of the funding period (1 July 2012)
- purchase of resources
- costs associated with conducting information sessions or discussion / support groups
- transport and registration fees for students, including to community-based activities, workshops or camps that are held off-site
- major capital works requirements or purchase of vehicles
- interstate or overseas travel costs

- conduct of any forms of instruction, evangelising or proselytising in any religious or non-religious belief system.

### ***Service Agreement***

The school will enter into a Service Agreement with the accredited organisation before transferring any funds and the Agreement must be signed by both parties before services can commence.

The Service Agreement outlines the type of activities, programs being provided by the chaplain/pastoral care worker and the services provided by the AEA. The Service Agreement is negotiated with the AEA and reviewed annually and may include (but not limited to) the following:

- role of key personnel
- commencement date (what date will service commence at school)
- number of hours to be provided per week (number of hours per week the key personnel is engaged)
- AEA administration fees and part-payment schedule
- the work-plan (list of support / services to be provided)

Schools are required to make two copies of the Service Agreement. The school is expected to retain a copy for audit purposes and the service provider retains the other copy.

### ***School or cluster arrangement***

Schools may enter into a Service Agreement with an accredited organisation as either a single school arrangement or as a cluster arrangement (consisting of a number of schools with funding in a local area).

If a cluster arrangement is decided, services are provided to each school based on the amount of resources allocated to each school. Resources cannot be transferred between schools. All schools must be signatories to the Service Agreement and a lead school will need to be identified as the key contact to represent the cluster.

***Note:*** *If combined total funds exceed \$50,000 in a 12 month period, please discuss the purchasing policy with your regional office.*

---

## **5 Contact details**

For further information, email [EQ@dete.qld.gov.au](mailto:EQ@dete.qld.gov.au)

## Attachment 8

### DRAFT MEDIA RELEASE

#### **\$1 MILLION BOOST TO CHAPLAINS AND PASTORAL CARE**

The highly successful State Government Chaplaincy and Pastoral Care Funding Program is set to receive a boost as Education Minister John-Paul Langbroek announced an additional \$1 million in funding over the next four years.

Mr Langbroek said the additional funding would allow 128 state schools to receive increased grants this financial year and enable up to an additional 22 state schools to receive grants from October 2012.

"By providing a range of support options, school chaplains and pastoral care workers have helped countless students since their introduction into Queensland state schools in 1990," he said.

"The additional chaplains and pastoral care workers will complement existing school support such as guidance officers, school-based youth health nurses and youth support coordinators."

To ensure the local school community supports the program, eligible schools will need to complete an expression of interest outlining community support and the type of services required to best meet the needs of students.

"The partnership between schools, chaplains and pastoral care workers and their local communities has provided a wealth of benefits for more than 20 years," Mr Langbroek said.

"We know that all young people need stability and access to a range of support services, and that students who have help during stressful times are more likely to achieve better results at school.

"I'm committed to ensuring these valuable relationships continue into the future so the next generation of students can share in their benefits as well."

**Media contact: Danyelle Nolan 3237 1000**

5 July 2012

Drafted by: Steve Rosenthal x71343

Approvals: Marg Pethiyagoda, ADG, Education Queensland

Pages 53 through 55 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)



**Question on Notice**  
**No. 395**  
**Asked on 12 July 2012**

**Mr Grant** asked the Minister for Education, Training and Employment (Mr Langbroek) –

**QUESTION:**

What can be done to respond to the pleading of parents and grandparents who ask for greater support within the education system for their children with disabilities?

**ANSWER:**

I thank the Member for his question.

As the Minister for Education, Training and Employment in Queensland, I am committed to providing an education system that can assist all students, including students with disability, to achieve high standards. The Newman Government is implementing a number of initiatives to ensure that all students with a disability have support to meet their full potential.

I have been advised by the Department of Education, Training and Employment that in 2012, an additional 2,430.9 teacher Full Time Employees (FTEs) and 69,371 teacher aide hours per week are provided to support students with disability in our primary and secondary schools.

This Government has committed an additional \$9.5 million over three years for speech-language pathologists (SLPs) in Queensland state schools. This represents approximately 30 additional SLP positions over three years to support students who face learning challenges.

This Government has also committed \$3.5 million for electronic tablets for e-learning initiatives for special needs students and will provide 20 electronic tablets to each state special school in Queensland over the next six months.

I have been advised by my Department that Queensland will receive an additional \$33 million from the Australian Government over 2011/12 and 2012/13 through the *More Support for Students with Disabilities* initiative to ensure state schools and teachers have additional support for students with disability.

My Department will use these additional funds to build on the range of support services and resources already provided to improve participation, learning experiences and educational outcomes for students with disability.

Getting the basics right is a priority for this Government. The Government believes principals, teachers and parents are best placed to make choices that respond to students' needs. In recognition of this, in the area of literacy and numeracy, an additional \$26 million over four years has been committed to provide principals with the opportunity to select programs matched to the needs of their students.

Minister's Office File Ref:	ETE/12/4197
Department File Ref:	12/427846

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine – Information to support correspondence**

### SUBJECT: REVIEW OF CHAPLAINCY AND RELIGIOUS INSTRUCTION PROCEDURES - DEFINITION OF DENOMINATIONAL OR SECTARIAN PUBLICATIONS

#### Summary of key objectives

- Reviews of the *Chaplaincy in Queensland State Schools* procedure and the *Religious Instruction in School Hours* procedure have been in progress during 2012 with the support of a subgroup of the Religious Education Advisory Committee (REAC).
- Section 30(1) *Education (General Provisions) Regulations 2006* (EGPR) prohibits any person, other than a minister of religion or an accredited representative of a faith group, bringing onto or using on state school premises any denominational or society publication.
- Legal advice was sought as part of both the Chaplaincy and Religious Instruction procedure reviews on s. 30(1) EGPR.

#### Key issues

1. As part of the review process, initial legal advice was sought from the Legal and Administrative Law Branch (LALB) of the Department regarding schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

2.

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

3. Concern about this draft definition was expressed by a number of REAC members at the August 2012 meeting, including the Scripture Union Queensland (SU Qld) representative.

4.

5.

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)

6.

7.

Minister's Office File Ref:	ETE/12/4197
Department File Ref:	12/427846

8.

Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 7 of the RTI Act (Information subject to legal professional privilege)  
 , s.47(3)(b) - Contrary to Public Interest

9. The newly titled *Religious Instruction and other Religious Activities in School Hours* procedure, which includes this updated definition, was provided to the full REAC membership on 12 November 2012 for wider consultation.
10. The most recent draft of the newly titled *Chaplaincy and Student Welfare Services in Queensland State Schools* procedure is yet to be provided to the full REAC membership for wider consultation.

### Implications

11. The revised *Chaplaincy and Student Welfare Services in Queensland State Schools* procedure will make clear to schools that while chaplains are permitted to bring fundamental religious texts e.g. Bibles onto school premises, they are not to use them with students, staff or the school community to evangelise or proselytise, or to distribute them without principal consent.

### Background

12. The Department currently has a schedule of review for procedures. For major reviews consultation is undertaken with key stakeholders.
13. The *Chaplaincy in Queensland State Schools* procedure and the *Religious Instruction in School Hours* procedure were due for revision in 2012 and the revised procedures are expected to be released for school implementation for 2013.
14. Scripture Union Queensland is an Accredited Employing Authority (AEA) that provides the majority of chaplains who are engaged in Queensland state schools.

### Right to information

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

## Recommendation

That the Chief of Staff

Note the information regarding the interpretation of the term 'denominational and sectarian publications' during the review of procedures relating to chaplaincy and to religious instruction.

NOTED



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

12/12/12

☐ Copy to Assistant Minister

Chief of Staff's comments

<b>Action Officer:</b> Director	<b>Endorsed by:</b> ADG	<b>Endorsed by:</b> DDG
Hayley Stevenson	Marg Pethiyagoda	Lyn McKenzie
School Administration and Resourcing	State Schooling Operations and Strategy	Education Queensland
Tel: 3237 0588	Tel: 3237 0157 Mob: Date: 6/12/12	Tel: 3237 0619 Mob: Date: Progressed on ADG approval



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

14 DEC 2012

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

The Honourable Tim Mander MP  
Minister for Housing and Public Works  
Member for Everton  
PO Box 656  
EVERTON PARK QLD 4053

Dear Minister

Thank you for your email dated 3 October 2012 regarding issues raised in the last Religious Education Advisory Committee (REAC) meeting.

I understand that concerns about the Department of Education, Training and Employment's interpretation of the definition of a 'denominational or society publication' as described in section 30(1) *Education (General Provisions) Regulations 2006* (EGPR) were raised at the August 2012 meeting of REAC.

My Department has since determined that the term 'denominational or society publication' does not refer to fundamental religious texts such as the Holy Bible, the Koran or the Torah. I am advised that this means that these fundamental texts are not prohibited by s.30(1) EGPR and may be brought on and used on school premises by any person.

Please be assured that draft revised procedures in this area have been amended to reflect this position. I understand it is also proposed that the revised procedures will make it clear that while these fundamental religious texts are able to be brought on and used on school premises, they are not to be used with students, staff or the school community to evangelise or proselytise.

I understand that this latest advice was formally communicated at the 28 November 2012 REAC meeting.

Thank you for following up on this important matter with me and I trust this advice resolves your concerns.

Should you wish to discuss this matter further, I invite you to contact my Chief of Staff, Ms Fiona Crawford, on telephone 3237 1000.

Yours sincerely

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

Ref: 12/427726 ETE/12/4197

Minister's Office File Ref:	ETE/12/0467
Department File Ref:	12/201335

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For Approval with Correspondence**

**Action required by: N/A**

**Routine – Information to support non-urgent correspondence**

**SUBJECT: PROVISION OF BOAT LICENCE COURSES BY QUEENSLAND STATE HIGH SCHOOLS**

### Summary of key objectives

- To provide advice and background information in response to issues raised by incoming correspondence from s.47(3)(b) - Contrary to Public Interest  
b) - Contrary to Public Interest regarding boating operations of Queensland schools.

### Key Issues

- Individuals are required to successfully complete a statement of competency to be eligible for a boat licence to be issued.
- Maritime Safety Queensland (MSQ) issue boating licences under two schedules, Schedule A (school teachers issuing boat licences) and Schedule B (private providers issuing boat licences). The two schedules were developed by MSQ to provide clarity to the industry and resolve perceived competition issues.
- s 47(3) - contrary to public interest is a private training provider issuing boat licence assessment for individuals.
- Queensland school students have access to 'on the water' training to develop boating competencies through the Marine Syllabus of the Queensland Studies Authority and marine vocational education programs. School students who successfully complete these programs are issued with a boat licence by registered teachers.
- Boatsafe has raised concerns that schools are operating in direct competition with private providers.

### Implications

- The Schedule A and Schedule B recognise that school students undertake significant 'on the water' training and assessment as part of school-based boating studies.
- Current arrangements allow school students to gain boat licences through the school. This is cost effective and accessible for all students. If students were expected to gain a licence through a private provider operating under a schedule B, there would be no recognition of the practical applications of school-based learning and it would be an additional cost for students and parents.

Minister's Office File Ref:	ETE/12/0467
Department File Ref:	12/201335

## Background

8. A meeting was held on 11 October 2011 between the then Department of Education, Training and Employment, Maritime Safety Queensland, Yachting Queensland and to discuss concerns about school students having access to boat training and licences through school. Contrary to Publi
9. During the meeting MSQ indicated that the two schedules (A and B) resolved any perceived competition issues between the schooling sector and private providers.
10. All arrangements implemented by schools are supported by the Marine Teachers Association of Queensland (MTAQ) and MSQ.
11. The Curriculum Activity Risk Assessment (CARA) Guidelines provide schools with a series of standards to ensure the risks and hazards involved in curriculum activities can be managed. There are CARA guidelines relevant to boating activities and these have been developed and are reviewed in consultation with MTAQ, teachers and industry providers to ensure they meet the standards set by industry whilst recognising the unique context that schools operate.

## Right to information

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




Minister's Office File Ref:	ETE/12/0467
Department File Ref:	12/201335

**Recommendation**

That the Chief of Staff:

**Note** information to support correspondence regarding the provision of boat licence courses by Queensland state high school.

**NOTED**

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

☐ Copy to Assistant Minister

**Chief of Staff's comments**

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Ellenah Pothin	ED	CFO	LALB	ADG
A/Principal				Marg
Advisor				Pethiyagoda
Operations and				Operations
Reviews,				and
Education				Governance,
Queensland				Education
				Queensland
Tel: 34050301	Tel:	Tel:	Tel:	Tel: 32370157
	Mob:	Mob:	Mob:	Mob:
	Date: / /	Date: / /	Date: / /	Date: / /





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

10 JUL 2012

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

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

Dear (3)(b) - Contrary to Public Interest

Thank you for your letter dated 4 May 2012 regarding the provision of boat licence courses by Queensland state high schools. I apologise for the delay in replying.

I am advised that on 11 October 2011 officers from the Department of Education, Training and Employment, Maritime Safety Queensland (MSQ), Yachting Queensland (YQ) and (3)(b) - Contrary to Public Interest met to discuss similar concerns as raised in your letter. It is my understanding that the current processes for issuing boating licenses are determined by the Schedule A and Schedule B arrangements established by MSQ.

As you may be aware, Schedule A recognises the unique context that Queensland schools operate enabling students to complete a marine studies program as part of the Queensland Studies Authority Marine Syllabus and marine vocational education work programs. These programs provide students with opportunities to learn and demonstrate boating skills with experience through 'on water' activities.

The Schedule A is applicable to schools that issue licences to students at the school using Education Queensland or approved boats. I understand the assessment of students and the issuing of licences through this schedule are approved by MSQ and reflect the quality of this program. Under other circumstances, Schedule B would apply.

The procedure *HLS-PR-012 Managing Risks in School Curriculum Activities* provides schools with a series of guidelines to manage the risks and hazards involved in activities, including boating activities. These guidelines allow schools to implement a risk management process to ensure safety standards and expectations are met and upheld through the delivery of curriculum activities. Part of this process involves ensuring safety equipment and registration met the standards set by MSQ for these vessels.

The marine industry in Queensland provides young Queenslanders with employment and training opportunities and school programs delivered through the syllabus and vocational opportunities encourage strong and ongoing participation in this industry.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Acting Assistant Director-General, Operations and Governance by email at [margaret.pethiyagoda@deta.qld.gov.au](mailto:margaret.pethiyagoda@deta.qld.gov.au) or on telephone 3237 1057.

Thank you for raising this important matter with me.

Yours sincerely

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

Ref: 12/182430 ETE/12/0467

Minister's Office File Ref:	ETE/12/1553
Department File Ref:	12/257954

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine – Background information regarding hygiene education**

### SUBJECT: PROVISION OF SOAP IN SCHOOLS AND HAND HYGIENE EDUCATION

#### Summary of key objectives

- Mr Keith Gregory, Chief Executive Officer, Soapstream wrote to the the Minister for Health, regarding the provision of soap and sustainable hand hygiene education in schools and the development of the Grimestoppers education program.
- The Chief of Staff to the Minister for Health forwarded the letter to the Chief of Staff to the Minister for Education, Training and Employment requesting a direct response be forwarded to Mr Gregory.

#### Key issues

1. Mr Gregory previously sent the same email received by the Minister for Health to the the Minister for Education, Training and Employment. A response was emailed on 28 May 2012 (**Attachment 1**).
2. The Department would suggest that another response letter to Mr Gregory is not necessary.
3. Aspects of health and personal development, including personal hygiene, are taught from Years 1 to 12.
4. This content is specified in the Queensland Studies Authority (QSA) *Health and Physical Education Essential Learnings* for Years 1 to 9 and the Health and Physical Education Senior Subjects, in areas such as home economics, hospitality, science and horticulture.
5. The selection and delivery of particular curriculum content is a school-based decision and is made based on the needs of the school community.
6. Schools are required to adhere to the Department's *Infection Control* procedure, which is available online at [www.ppr.det.qld.gov.au/corp/hr/workplace/Pages/Infection-Control.aspx](http://www.ppr.det.qld.gov.au/corp/hr/workplace/Pages/Infection-Control.aspx) and outlines requirements for the health, safety and wellbeing of staff, students and others with regard to infection control, through both preventative strategies and management processes.
7. Schools make decisions regarding the type and number of soap products available on site.

#### Implications

8. The *Infection Control* procedure requires that infection control programs are to be implemented at all departmental workplaces through the administration of local infection control practices in accordance with the *Infection Control* procedure and *Infection Control Guideline*.

#### Background

9. The *Infection Control Guideline* contains a section entitled Good Hygiene Practices which includes hand hygiene.
10. This section recognises that hand washing is one of the most important measures in preventing the transmission of infection. Mild liquid soap should be available at all hand basins to enable hands to be washed in accordance with correct hand washing technique.

Minister's Office File Ref:	ETE/12/1553
Department File Ref:	12/257954

**Right to information**

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

**Recommendation**

That the Chief of Staff

Note the information provided regarding personal hygiene education and school hygiene practices in Queensland state schools.

**NOTED**


**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

27, 7, 12

☐ Copy to Assistant Minister

**Chief of Staff's comments**

Please send my response to Health Min's  
Office for info. F.

Action Officer	Endorsed by:	Endorsed by:
Senior Policy Advisor	A/ED	ADG
Denise Turnbull	Robbie Rosengrave	Marg Pethiyagoda
State Schooling Operations and Policy	State Schooling Operations and Policy	State Schooling Operations and Policy
Tel: 323 71035	Tel:	Tel: 32370157
	Mob:	Mob:
	Date: 11/07/2012	Date: 12/07/2012



RECEIVED 27 JUN 2012

MI180921

Level 19  
147-163 Charlotte Street Brisbane 4000  
GPO Box 48 Brisbane  
Queensland 4001 Australia  
Telephone +61 7 3234 1191  
Facsimile +61 7 3229 4731  
Email [health@ministerial.qld.gov.au](mailto:health@ministerial.qld.gov.au)

21 JUN 2012

Ms Fiona Crawford  
Chief of Staff to  
The Honourable John-Paul Langbroek MP  
Minister for Education, Training and Employment  
Member for Surfers Paradise  
PO Box 15033  
CITY EAST QLD 4002

Dear Ms Crawford

Please find attached representations the Minister for Health has received from Mr Keith Gregory, in relation to the provision of soap and sustainable hand hygiene education.

Since the issues raised fall within your Minister's portfolio responsibilities, I would appreciate it if these matters could be considered and replied to directly.

Thank you for your assistance.

Yours sincerely

**JAKE SMITH**  
**Chief of Staff to the Minister for Health**

## Courteney Hawkins

---

**From:** Soapstream Pty Ltd | Keith Gregory <keith@soapstream.com.au>  
**Sent:** Friday, 11 May 2012 1:25 AM  
**To:** Health  
**Subject:** To Increase Hand Hygiene Compliance in Hospital We Must Start in Our Primary Schools  
**Attachments:** AICA Conference Version 3.pptx; Why Use Soapstream in the Community.pptx

**COPY**

Good morning Minister,

The provision of soap and sustainable hand hygiene education remains an issue in our schools. We believe that in order to increase the hand hygiene compliance in hospitals we have to start with our children.

At present, we as community are not wired to naturally wash our hands. This I believe is primarily due to the lack of sustainable education programs and hand hygiene systems in our schools. We need to be able to create environments wherein hand washing is a subconscious act that is performed automatically by our children who will then take it through to adulthood.

We have been working for some 3 years now in consultation with the WA Health Department to develop a vandal proof hand hygiene system and an education program.

Following a 3 month successful trial in a public toilet that was regularly vandalised, we have now released our new Soapstream vandal proof hand hygiene system of which you will find details attached.

The system can also be viewed on our website at [www.soapstream.com.au](http://www.soapstream.com.au) or at

<http://www.youtube.com/watch?v=CP3WWyL-OF0>

We are also in the process of developing our "Grimstoppers" education program. I have attached a copy of my power point presentation to the national conference of the Australian Infection Control Association on **Sustainable Education and Hand Hygiene Methods Within the School Environment**.

I would very much like to speak with you at greater length about our initiatives to improve hand hygiene across our community.

Regards

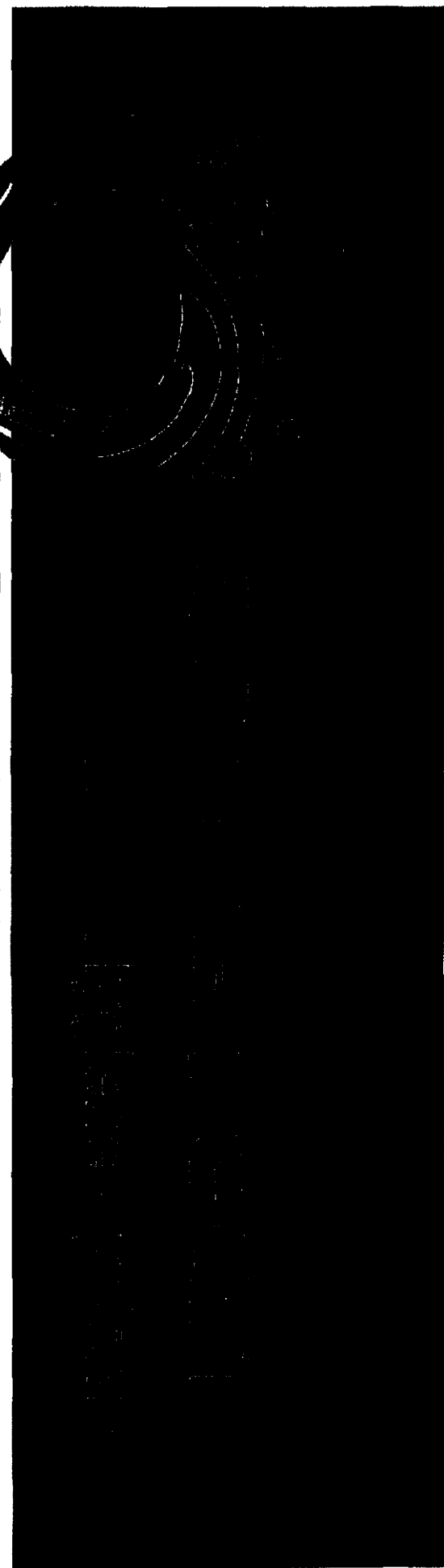
Keith Gregory  
CEO Soapstream



# "Clean Energy for a Sustainable Future"

## Sustainable Energy and the Environment

### How can we achieve a sustainable future?



# Current School Challenges

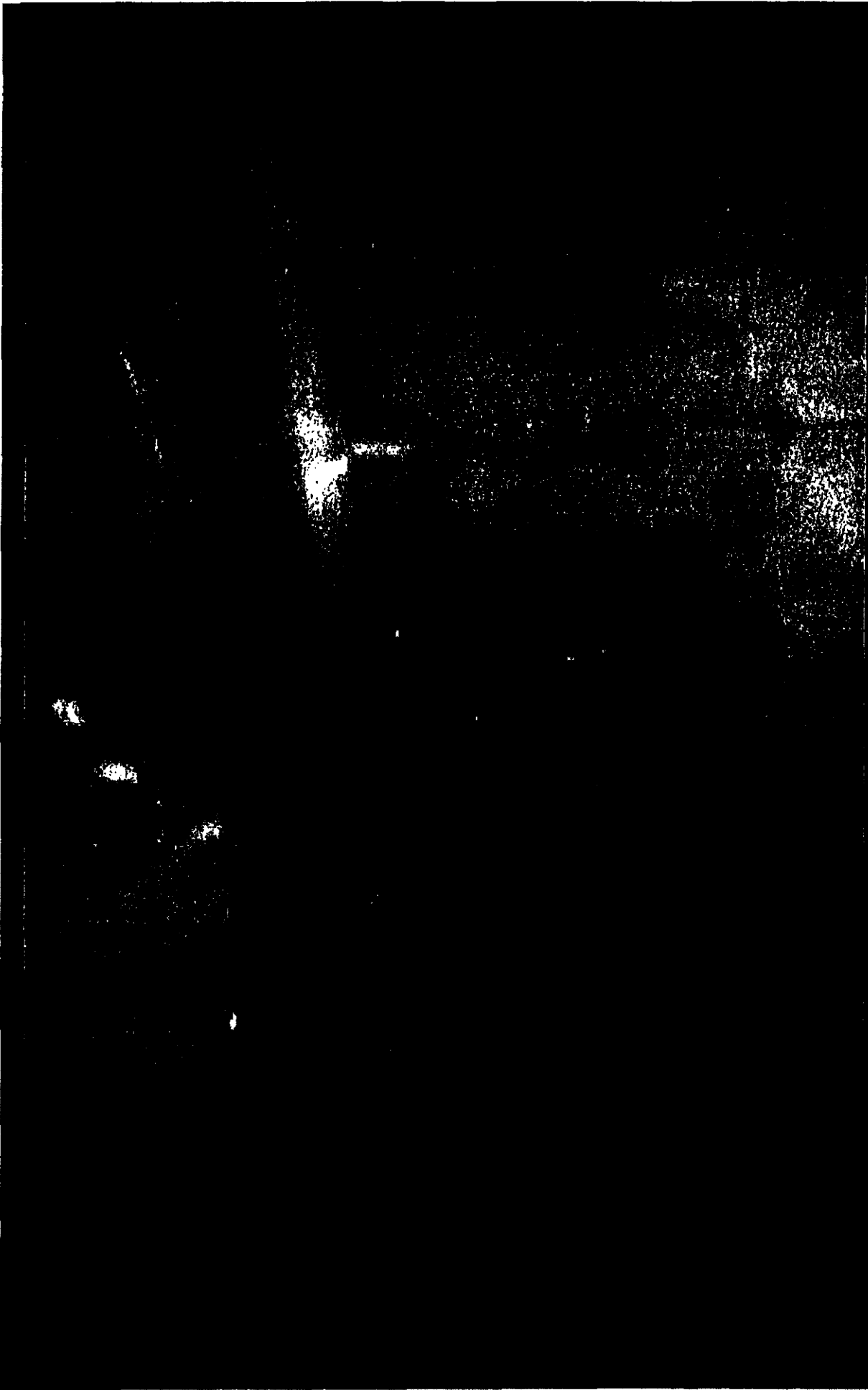
- Vandalism
- School Principal's responsibility
- Not audited by the Dept of Education or Health
- Some schools do not have soap available to students
- Proximity of soap to water source
- Lack of sustainable education programs beyond Pre Primary level

# What is the Soapstream system?

- A soap delivery system....
- ...and an education program



# Soapstream delivery system in operation



# Soap Delivery System

- Vandal resistant
- Located at water source
- Combination water saving time flow tap
- Solid soap technology housed within unit
- User cannot touch soap - reduced cross contamination
- Cost effective - early indications show between 300 to 350 washes per 30gram pellet

# Education System

- The Challenge – to develop an education program that is self motivating and therefore sustainable - How?
- Engage the children in their world of entertainment - online computer games
- Challenge, points, rewards, status, achievements and FUN!
- Class and peer recognition of achievements through online leader boards
- Code of ethics – that children desire to maintain
- Create a lifestyle game that the child plays out in all facets of his or her life
- Generalization and repetition are vital in skills becoming habit forming
- An education system that utilizes serious games technology to engage children in learning



# GRIMSTOPPERS Inc.

*"Grime doesn't pay..."*

# Grimestoppers Inc

The world of serious games as  
a means of education

➤ School initiated program that is played at home

➤ Each child customizes their own Avatar

➤ The game is to find infected children in a school setting and wash their hands

➤ The child must wash Avatars hands during the game to maintain health

➤ Rewards are given for different levels within the game

➤ Children are awarded at school for individual achievements and receive community based prizes

➤ In class Grimestoppers songs and the secret code which entails a pact to wash their hands in real time after toilet use, prior to eating etc



# Education Program

## School Education Program

Secret hand shake  
Grimestoppers code  
Grimestoppers song  
Rewards Class and Assembly  
Cross curricular program

## Grimestoppers Inc Online Game

Children's individual  
Avatar  
  
Hunt down germs and  
achieve different levels  
Achievements sent to  
school

## Hand Hygiene Education Program

## Home Hygiene Reinforcement

Grimestoppers Inc poster  
  
Personalised Code of Conduct  
Pledge poster  
  
Grimestoppers Inc game played at  
home

## Community Reinforcement Program

Kids Hand Hygiene Alliance  
  
Business's register as  
supporting the alliance have  
sticker on window and be part  
of Grime Stoppers rewards  
program.

# How Does This Relate to Healthcare Settings

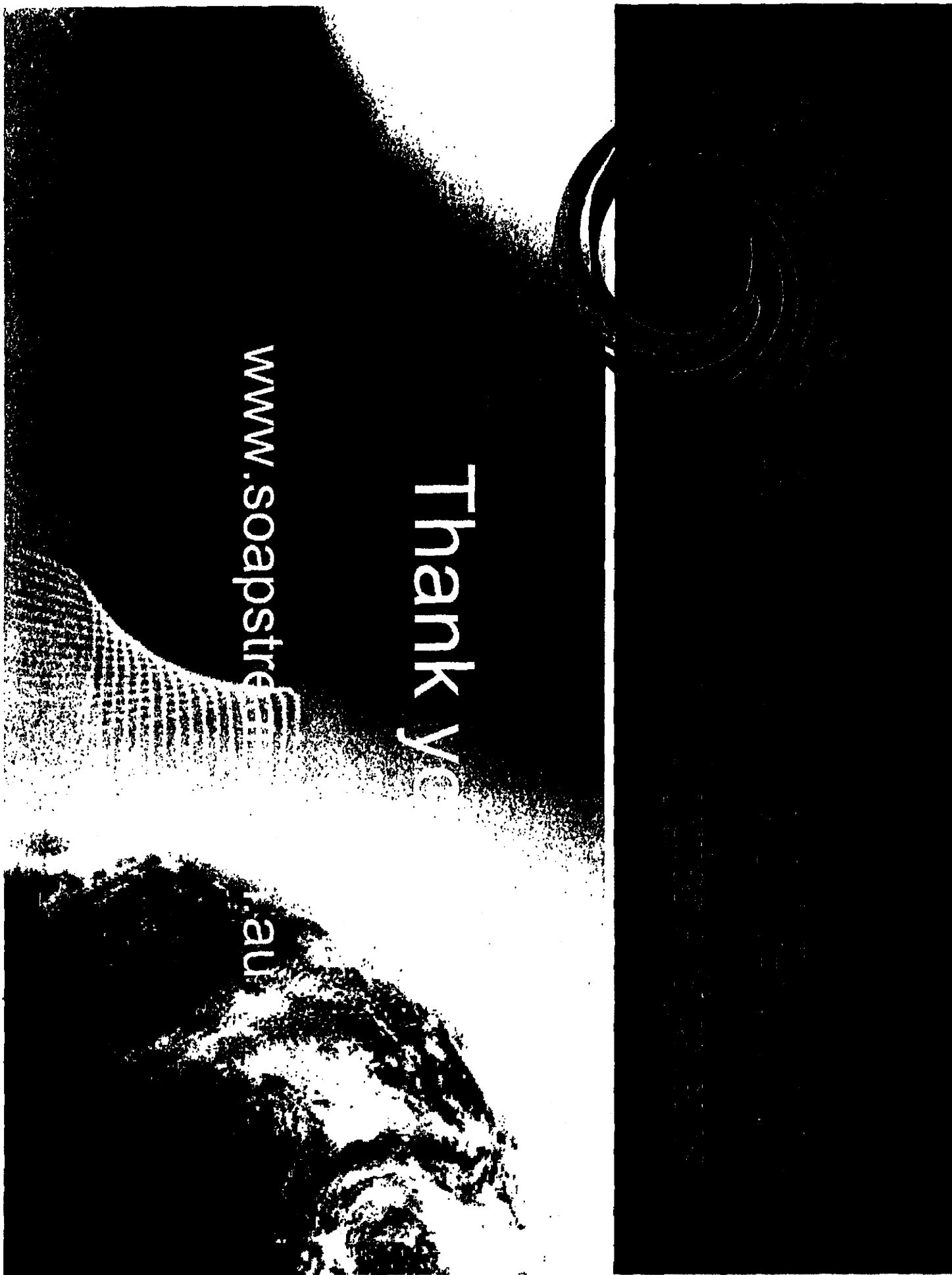
- There is no evidence that a sustainable school education program will increase hand hygiene compliance in the healthcare setting.
- It may over time reduce hospital admissions.
- What we do believe is that in the future healthcare students will have increased personal hand hygiene compliance.

# Conclusion

We believe we may have the answer...

- Hand hygiene is the first form of defence
- School hand hygiene is a global issue
- Studies support education as a necessity
- Community responsibility - we need your help and support to bring about change to hand hygiene in schools







soapstream

Hand Hygiene Solutions

## 'Clean Hands Saves Lives'

Centres for Disease Control Prevention

### The Issue

Soap is often not available to our school children or to the public due to vandalism.

### What is Soapstream

Soapstream is a patented, robust and low cost hand hygiene system that contains a solid soap which is swung into the water flow providing soapy water for washing, and then swung out to enable rinsing.

It supplied with either a wall or pillar mounted water saving time flow tap, with the option of lever or push button action for ease of use.

Soapstream allows hands to be washed without any contact with the soap product eliminating cross infection.

Soapstream is designed to solve the hand hygiene issues for schools, homes, public venues and commercial environments, globally.

### Advantages of Soapstream

Soapstream will increase efficient hand washing as it is located at the water source.

Antimicrobial coating in and outside of the hardware reduces bacterial and fungal build-up.

Soapstream has a sturdy vandal resistant design making it suitable for all venues.

No cross contamination between users as with normal cake soap.

No wastage as with faulty liquid soap dispensers and excess usage.

Soap cannot be accessed without security tool.

Economical - up to 350 hand washes from 1 pellet costing less than \$1.

### Where should Soapstream be used

Schools, Public toilets, Day care centres, Aged care facilities,

### Industry Support

"We all know as principals that it is vitally important that all students wash their hands, particularly after they have been to the toilet - this is an excellent invention that just may be the answer...I urge you to go to the homepage of the website, News letter - 47(3)(b) - Contrary to Public Interest

National President of the Primary Principals Ass

"[Soapstream] "Not only is it solving the hygiene issues, it also confronts the occupational health and safety issues that plague schools in relation to the appropriate management of maintaining a safe environment for children"

7(3)(b) - Contrary to Public Interest President WA Council of state School Organizations

[www.soapstream.com.au](http://www.soapstream.com.au) Contact: keith@soapstream.com.au



### What Does It Cost?

Pillar Push tap Model	\$348
Pillar Lever Tap Model	\$396
Soap Pellets per 100	\$ 95

The above costs do not include freight, GST or

Minister's Office File Ref:	ETE/12/1085
Department File Ref:	12/231260

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

### Action required: For Noting

#### Action required by:

**Routine – Background information on the use of solar glasses in Australia for use by students**

**SUBJECT: OPPORTUNITIES FOR SCIENCE AND MATHS IN CLASSROOM LEARNING AND THE USE OF SOLAR GLASSES BY STUDENTS IN AUSTRALIA DURING SOLAR ECLIPSES**

#### Summary of key objectives

- To provide information regarding opportunities for schools to further engage students in sciences and mathematics involving solar eclipses, and the safety implications associated with these activities.

#### Key issues

- State school students access mathematics and science education through the Australian Curriculum from Prep to Year 10. In Years 11 and 12, students have access to a range of learning options through the senior syllabus. There are often opportunities for schools to further engage students in science and mathematics due to events such as the recent transit of Venus and the total solar eclipse.
- There are safety issues associated with activities involving a solar eclipses. The Department's procedure HLS-PR-012 *Managing Risks in School Curriculum Activities* supports school decision making when considering safety issues involved in curriculum activities.
- Decisions about the development, purchase and use of resources for learning are made at a local level by school principals.
- The Department of Education, Training and Employment (DETE) has confirmed with Standards Australia that there are currently no Australian Standards for solar glasses (**Attachment 1**).
- DETE has advised schools in previous instances to follow Commonwealth Scientific and Industrial Research Organisation (CSIRO) guidelines on safe methods for viewing a solar eclipse. CSIRO provides clear advice on viewing methods and does not endorse the use of solar viewers as their safety is unproven (**Attachment 2**).
- As DETE does not endorse the use of solar glasses, it is not proposed to contact 3)(b) - Contrary to Public Int at this time.

#### Implications

- The solar eclipse will occur on 14 November 2012 at 6.40am over Far North Queensland. Considerable media interest in the event is anticipated. While this event will

Minister's Office File Ref:	ETE/12/1085
Department File Ref:	12/231260

occur out of school hours, it is envisaged that some individual schools will engage in activities relating to the solar eclipse.

### Background

8. The Minister's office received a copy of an email from (b) - Contrary to Public Interest a member of the Surveying and Spatial Institute, Queensland Land Surveying Commission Executive (LSCE), a professional body for land surveyors in Queensland to (3)(b) - Contrary to Public Interest Courier Mail Journalist on 23 May 2012.
9. The email discusses promoting mathematics and science in schools and learning opportunities provided by events such as the recent transit of Venus and the total solar eclipse in November 2012.
10. Numeracy and Science are two of six core learning priorities for Queensland state schools.
11. Many schools, particularly in the Far North, are using the event of the upcoming total solar eclipse to explore mathematics and science concepts.
12. The Department is not aware of any evidence to indicate the development of an Australian Standard for solar glasses in the near future.
13. Standards Australia is the peak non-government Standards organisation. It is charged by the Australian Government to meet Australia's need for contemporary, internationally aligned Standards and related services.
14. Schools are being advised of the upcoming total solar eclipse event through electronic communication channels (such as the online bulletin board) and will be reminded again closer to the event.

### Right to information

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

Minister's Office File Ref:	ETE/12/1085
Department File Ref:	12/231260

**Recommendation**

That the Chief of Staff:

**Note** the Department's current commitment to the core learning priorities of Numeracy and Science and consider the safety implications identified regarding the total solar eclipse.

**NOTED**

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

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

13/8/12

☐ Copy to Assistant Minister

**Chief of Staff's comments**

Copy to media team please - possible media  
op around next solar eclipse.

Action Officer	Endorsed by:
Dale Symons	ADG
SEO	Dr Suzanne Innes
State Schooling	Education
Policy	Queensland
Tel: 07 3045	Tel:
6343	
	Mob:
	Date: 26/06/12

**VALENTINE, Phillip**

---

**From:** INGLIS, Marni  
**Sent:** Monday, 25 June 2012 12:41 PM  
**To:** INGLIS, Marni  
**Subject:** FW: Solar glasses [#1D967D]

**Importance:** High

**From:** Standards Australia [<mailto:MAIL@standards.org.au>]  
**Sent:** Friday, 22 June 2012 10:51 AM  
**To:** SYMONS, Dale  
**Subject:** RE: Solar glasses [#1D967D]  
**Importance:** High

Dear Dale,

Thank you for the email.

Standards Australia is involved in the development of Australian Standards however we are not a government agency or a regulator and we are not involved in the certification or testing process in order to determine compliance with Australian Standards and Regulations. Our standards are voluntary documents which do not become mandatory until they are referenced in regulation or legislation. For this reason, it is outside of our scope of work to advise on any mandatory requirements which you may need to comply with.

You will need to find in Australia, what regulation you may need to comply with. Unfortunately, as we are not a government department or a regulatory body, we are unable to advise on this.

If by law you need to meet an Australian Standard, then this will be stipulated in the relevant legislation/regulation. Based on my searches, I have not found a relevant Australian standard.

You may wish to do a self-browse on the website of our distributor (SAI Global). Their website is [www.saiglobal.com/shop](http://www.saiglobal.com/shop). On the page this link takes you to, you will see two search fields at the top of the page. Please set the first search field to AS to ensure only Australian Standards are shown in your search. In the next field, you can enter key search words.

Kind regards,

(b) - Contrary to Public Interest

-----Original Message-----

**From:** "SYMONS, Dale" <[Dale.SYMONS@deta.qld.gov.au](mailto:Dale.SYMONS@deta.qld.gov.au)>  
**Sent:** Friday, 22 June 2012 10:16 AM  
**To:** "mail@standards.org.au" <[mail@standards.org.au](mailto:mail@standards.org.au)>  
**Subject:** Solar glasses

Dear Australian Standards

I write to enquire if there are current Australian Standards for solar glasses that may be used to view an eclipse. You may be aware that a total solar eclipse will occur over Far North Queensland on the morning of 14 November 2012. This event will be seen as a partial solar eclipse in other areas of the state.

In order to properly advise schools and teachers who may use this opportunity as a classroom activity, I would like to know about the Australian Standards on this matter and if there are plans to establish an Australian Standard at any time?

Kind regards

Dale

Dale Symons | Senior Education Officer | State Schooling Policy

Education Queensland | Department of Education and Training  
Floor 9 | Education House | 30 Mary Street | Brisbane Qld 4000  
PO Box 15033 | City East | Qld 4002  
T 07 3405 6343 | F 07 3237 0102 | E [dale.symons@dete.qld.gov.au](mailto:dale.symons@dete.qld.gov.au)

United in our pursuit of excellence  
Education Queensland



Think green, read off the screen

*IMPORTANT: This message (including attachments) is intended for the addressee named above. It may also be confidential, privileged and/or subject to copyright. If you wish to forward this message to others, you must first obtain the permission of the author. If you are not the addressee named above, you must not disseminate, copy, communicate or otherwise use or take any action in reliance on this message. You understand that any privilege or confidentiality attached to this message is not waived, lost or destroyed because you have received this message in error. If you have received this message in error please notify the sender and delete from any computer. Unless explicitly attributed, the opinions expressed in this message do not necessarily represent the official position or opinions of the State of Queensland or the Department of Education and Training. Whilst all care has been taken, the Department of Education and Training disclaims all liability for loss or damage to person or property arising from this message being infected by computer virus or other contamination.*

\*\*\*\*\*  
\*\*\*\*\* This message (including attachments) is intended for the addressee named above. It may also be confidential, privileged and/or subject to copyright. If you wish to forward this message to others, you must first obtain the permission of the author. If you are not the addressee named above, you must not disseminate, copy, communicate or otherwise use or take any action in reliance on this message. You understand that any privilege or confidentiality attached to this message is not waived, lost or destroyed because you have received this message in error. If you have received this message in error please notify the sender and delete from any computer. Unless explicitly attributed, the opinions expressed in this message do not necessarily represent the official position or opinions of the State of Queensland or the Department of



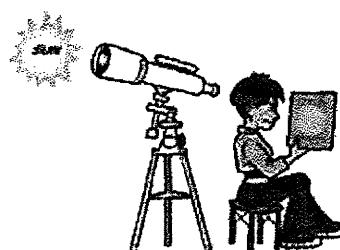


## Safely viewing the Sun

Events such as solar eclipses and transits are exciting to watch, but you must ensure that you use the safest methods of viewing them.

19 September 2006 | Updated 14 October 2011

- [Pinhole viewer](#)
- [Projection method](#)
- [Viewing a total solar eclipse](#)
- [Solar glasses](#)
- [Definitely not suitable](#)



One of the safest ways to observe the Sun.

Never look directly at the Sun.

Light from the Sun contains ultraviolet light and other dangerous forms of radiation. If these rays enter the eye, they can burn the retina and cause permanent eye damage.

You will not feel the damage being done, but it cannot be repaired.

The best method of viewing the Sun is to visit your local observatory, planetarium or local amateur astronomical society, which is likely to be running public viewing sessions. Some websites provide streaming images of the Sun on the Internet.

### Pinhole viewer

The pinhole viewer is the simplest and safest way to view the Sun. Take a piece of card and use a pin to pierce a small hole.

Facing away from the Sun hold the card up so that light passes through the hole on to a wall or other flat surface. An image of the Sun should be visible. You can use this method to see the changing shape of a partial solar eclipse.

Alternatives to this method include using a square of aluminium foil stuck to a cardboard frame (to produce a smaller, more uniform hole), a kitchen colander (to produce multiple images of the Sun), or looking at the shadow of tree on the ground.

Although this method is the safest, it does have the disadvantage of producing a faint, small image.

### Projection method

The projection method of viewing the Sun is regarded as the safest method of observing the Sun.

Viewing a projected image of the Sun is safe, but looking through the telescope will cause almost instant blindness. Do not use the binoculars, telescope or its finder scope to look directly at the Sun.



Never leave the binoculars or telescope unattended and ensure that children are supervised at all times. If you are using a telescope, cover both ends of the finder scope.

Further instructions on how to construct a solar viewer using the projection method are provided in the 'Build a solar viewer' activity.

### **Viewing a total solar eclipse**

You should never look directly at the Sun during a partial eclipse, or the partial phase of a total solar eclipse.

Even when the Moon covers 99.9 percent of the Sun, there is still enough light and radiation to damage your eyes.

Totality, when the Moon completely covers the Sun, is the only safe time to view a solar eclipse without filters. As totality ends and the Sun reappears you must immediately look away from the Sun.

### **Solar glasses**

Solar glasses, are sold by some telescope shops to allow you to view the Sun directly. While many people believe that properly constructed solar viewers are safe, there are no Australian Standards for eclipse viewers and their safety is unproven.

CSIRO does not endorse the use of these solar viewers. People who elect to use them do so at their own risk.

Solar viewers need to block out harmful ultraviolet and infrared radiation. There are a range of solar filters that claim to have passed the Australian/New Zealand safety standards 1338.2 and 1338.3. These standards have been developed for welder's masks and are not designed for the purpose of testing solar filters.

Associate Professor Dr Ralph Chou, School of Optometry at the University of Waterloo, Canada, has further information on this topic on the NASA eclipse website.

### **Definitely not suitable**

Sunglasses are definitely not suitable for viewing the Sun. They still allow harmful UV light to reach your eyes. Do not use them for viewing either the Sun or the transit of Venus.

The following are considered unsafe and therefore not suitable for looking at the Sun:

- sunglasses
- space blankets
- CDs
- exposed colour film
- neutral density filters
- polarising filters
- smoked glass.

Also, you should not use solar viewing eyepieces in a telescope. The only safe filters for telescopes and binoculars are attached to the objective lens (the end pointed at the Sun), not the eyepiece.

Find out more about safe viewing at NASA's [Eye Safety during an Eclipse \[external link\]](#).

### **Fast facts**

- Never look directly at the Sun as it may cause full or partial blindness
- Viewing the Sun using a projected image is a safe way to observe solar eclipses and transits

### **Contact Information**

**Mr Robert Hollow (BSc Dip Ed)**

Education Officer

Phone: 61 2 9372 4247

Email: [Robert.Hollow@csiro.au](mailto:Robert.Hollow@csiro.au)

### **Location**

**Australia Telescope National Facility Headquarters**

Radiophysics Laboratory cnr Vimiera and Pembroke Roads

Marsfield NSW 2122

Australia



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

11 SEP 2012

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

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

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

Thank you for the copy of your email dated 23 May 2012 to s.47(3) - contrary to public interest regarding Queensland state school students viewing the solar eclipse on 14 November 2012 over Far North Queensland. I apologise for the delay in replying.

Queensland state school students access mathematics and science education through the Australian Curriculum from Prep to Year 10. In Years 11 and 12, students have access to a range of learning options through the senior syllabus. There are often opportunities for schools to further engage students in science and mathematics due to events such as the recent transit of Venus and the total solar eclipse.

I understand many schools, particularly in Far North Queensland, are using the event of the upcoming total solar eclipse to explore mathematics and science concepts. This is a unique opportunity to involve students in science and mathematics and the Department of Education, Training and Employment will contact schools regarding the event.

There are, however, safety issues associated with activities involving a solar eclipse. My Department has advised state schools in previous instances to follow the Commonwealth Scientific and Industrial Research Organisation (CSIRO) guidelines on safe methods for viewing a solar eclipse. This advice can be accessed on CSIRO's website at [www.csiro.au/Outcomes/Understanding-the-Universe/Tracking-spacecraft/Safely-viewing-the-Sun.aspx](http://www.csiro.au/Outcomes/Understanding-the-Universe/Tracking-spacecraft/Safely-viewing-the-Sun.aspx).

Should you wish to discuss this matter further, I invite you to contact Mr Clive Dixon, Regional Director, Far North Queensland by email at [clive.dixon@dete.qld.gov.au](mailto:clive.dixon@dete.qld.gov.au) or on telephone 4046 5222.

Your advocacy for maths and science in the school curriculum is appreciated.

Yours sincerely

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

Ref: 12/308351 ETE/12/1085

Minister's Office File Ref:	
Department File Ref:	12/454418

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With correspondence**

**Action required by: 23/11/12**

**Routine - Information to support non-urgent correspondence**

### SUBJECT: Drug testing in Australian schools

#### Summary of key objectives

- McInnes Wilson Lawyers has provided the Minister for the Department of Education, Training and Employment with a copy of its report entitled, *How Random. Drug testing in Australian schools*.
- The report examines the legal, ethical and practical considerations for schools in implementing student drug testing policies.
- The report was written in response to the recent decision by a Gold Coast non-state school to randomly drug test its students.

#### Key issues

##### **Key findings of 'How Random. Drug Testing in Australian Schools'**

1. McInnes Wilson Lawyers reports that there are complex issues that can arise when implementing a student drug testing policy and that schools would need to take into account legal and ethical obligations to students, and practical considerations for the school if they choose this approach.
2. The key legal issues in implementing random drug testing are that it is done in the best interests of the students, with the school observing duty of care of students, and with consent of parents and/or the students.
3. The ethical issues are that certain articles of the *Convention on the Rights of a Child* have the potential to be under threat by a program of student drug testing.
4. The practical considerations in implementing student drug testing as explained in the report included reporting obligations, validity of drug tests, confidentiality and costs.
5. The report recommends that schools firstly need to take a proactive approach to dealing with student drug use and provide support, guidance, counselling and education in the event of student drug use.
6. The report indicates that drug testing may be an appropriate secondary path for a school to take to manage high numbers of drug related incidents, however a school's drug testing policy would need to consider a range of legal, ethical and practical matters.

#### **DETE's position**

7. There are no plans to introduce drug testing in Queensland state schools and it is not supported by the Department.
8. There is no clear evidence available nationally or internationally which shows that drug testing in schools effectively reduces drug use.

Minister's Office File Ref:	
Department File Ref:	12/454418

9. Drug detection and screening measures in schools have many disadvantages, and there are often unintended consequences relating to accuracy, relevance of test results, the cost of testing and invasion of privacy.
10. Education Queensland recognises that teaching young people about the risks associated with drug use is a key preventative measure in the ongoing effort to address drug-related harm in the community.

### ***Learning and Wellbeing***

11. The Department supports the embedding of drug education and intervention within a comprehensive whole school approach to promoting health and wellbeing, in accordance with the *Learning and Wellbeing Framework*.
12. The approach of conducting drug testing on students reflects a different culture from the one of trust, openness and positive relationships that we are attempting to build in schools.
13. The Department recognises that identifying the risks is a key preventative measure in the ongoing effort to address drug-related harm in the community.

### ***DETE's response to suspicion or possession of drugs in schools***

14. State schools abide by the law at all times when dealing with alcohol and drug-related matters and refer matters to police whenever necessary.
15. Every Queensland state school has a *Responsible Behaviour Plan for Students* which is developed in consultation with their school communities. The *Plan* outlines the standard of behaviour expected from students in school and the consequences for students when those standards are not met. This includes consequences around the use of illicit substances.
16. The Departmental procedure *Drug Education and Intervention in Schools* requires state school principals to inform local police when an illicit substance is found by school staff and arrange for police to collect the substance as soon as possible and follow the procedures in *Temporary Removal of Student Property by School Staff*.

### ***Implications***

17. The Department's position, considering the current evidence base, is not supportive of drug testing in Queensland state schools; and to provide drug education to all students, including support, guidance, counselling and education in the event of student drug use.
18. The Department's approach is consistent with some of the findings of the McInnes Wilson report, for example, that schools take a proactive and well-rounded approach to dealing with drug use and that schools have a drug education and intervention policy in place.
19. However, the Department does not support the report's finding that school drug testing may be appropriate in the event that a school has high numbers of drug related incidents.

### ***Background***

20. DETE's *Drug Education and Intervention in Schools* procedure requires that Education Queensland schools implement drug education programs which:
  - ensure students, throughout their time at school, have access to drug education which has clearly defined educational outcomes
  - maintain a collaborative, coordinated approach to drug education in the context of state and national strategies
  - are embedded in the school curriculum across all stages of schooling
  - ensure a coordinated, sequenced program is delivered by teachers who understand the individual needs of students.
21. This comprehensive procedure recognises that teaching young people about the harmful effects of alcohol, tobacco and other drug use is a key preventative measure.

Minister's Office File Ref:	
Department File Ref:	12/454418

22. Principals ensure that drug education programs align with the national *Principles for School Drug Education*.
23. State schools must ensure all students have access to drug education programs that are ongoing, sequential and comprehensive throughout their time at school.

#### Right to information

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

#### Recommendation

That the Chief of Staff

**Note** that the Department does not support drug testing in Queensland state schools.

#### NOTED

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

/ /

☐ Copy to Assistant Minister

#### Chief of Staff's comments

--

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Hayley	ED	CFO	LALB	ADG	DDG/CO/ASSDG	DG/CO/ASSDG
Stevenson	Sharon Mullins			Marg Pethiyagoda		

Tel: 323 70588	Tel: 3224 5530	Tel:	Tel:	Tel: 3237 0157	Tel:	Tel:
	Mob:	Mob:	Mob:	Mob:	Mob:	Mob:
	Date: / /	Date: / /	Date: / /	Date: / /	Date: / /	Date: / /



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

14 DEC 2012

Mr John Hamilton  
Principal  
Education Division  
McInnes Wilson Lawyers  
GPO Box 1089  
BRISBANE QLD 4001

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

Dear Mr Hamilton

Thank you for your letters dated 26 October 2012 to my policy advisor, Mr Tim Rawlings and myself regarding drug testing in Australian schools.

I appreciated receiving a copy of your paper *How Random. Drug Testing in Australian Schools*. Your report provides some very interesting information regarding the legal, ethical and practical issues associated with drug testing in schools.

Drug testing in schools is not supported by my Department and there are no plans to introduce this in Queensland state schools. I am advised that there is no clear evidence available nationally or internationally which shows that drug testing in schools effectively reduces drug use. Notwithstanding this, the Department takes its responsibilities for educating students about drugs very seriously.

My Department supports the embedding of drug education and intervention within a comprehensive whole school approach to promoting health and wellbeing, in accordance with our *Learning and Wellbeing Framework*. Information about the framework is available at <http://deta.qld.gov.au/initiatives/learningandwellbeing/>.

Additionally, the Department's *Drug Education and Intervention in Schools* procedure outlines the responsibilities of schools to teach young people about the harmful effects of alcohol, tobacco and other drug use as a key preventative measure in the ongoing effort to address drug-related harm. The procedure is available at <http://ppr.det.qld.gov.au/education/learning/Pages/Drug-Education-and-Intervention-in-Schools.aspx>.

This procedure reflects the commitment of my Department to contribute to the public health goals of preventing the uptake of harmful drug use and reducing the harmful effects of legal and illicit drugs to individuals and society, within the fundamental principle of harm minimisation as endorsed by the Queensland Government.

It was pleasing to read that findings in the report support a proactive and well-rounded approach to dealing with drug use. I believe this is consistent with the approach taken by Queensland state schools.

Thank you for your interest and commitment to Queensland school students.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Assistant Director-General within Education Queensland, on telephone 3237 1625 or by email at [margaret.pethiyagoda@det.qld.gov.au](mailto:margaret.pethiyagoda@det.qld.gov.au).

Yours sincerely

A handwritten signature in black ink, reading "John Paul Langbroek". The signature is written in a cursive style with a horizontal line underneath the name.

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

Ref: 12/454500 ETE/12/3959



Minister's Office File Ref:	
Department File Ref:	TRIM: 12/464435

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine – Background information to support correspondence**

**SUBJECT:** Request for support from AgForce Queensland for its major agricultural promotion event for school students, *Moo Baa Munch 2013*

### Summary of key objectives:

- To provide background information to support the Minister's response to Mr Charles Burke, Chief Executive Officer, AgForce Queensland.

### Key issues

1. AgForce Queensland has invited the Department to provide \$18,000 as a major sponsor of the *Moo Baa Munch 2013* event.
2. The Department declined the invitation to provide financial support.
3. The Department offered to support the *Moo Baa Munch 2013* event through departmental communication channels; and Agforce is invited to contact the relevant departmental officer to explore options such as the weekly e-newsletter to Queensland state schools.

### Implications

4. There are no legal, financial or media implications.

### Background

5. *The Moo Baa Munch* event provides primary and secondary students with a hands-on food and agriculture experience and information about agricultural careers.
6. In 2012, more than 800 students participated in the inaugural *Moo Baa Munch* which involved interactive presentations with agricultural industry representatives.
7. Organisations involved in last year's event include Racing Queensland, the Queensland Bee Keepers Association, Meat and Livestock Australia, Bureau of Meteorology, One Harvest, Australian Veterinary Association, Queensland Department of Agriculture Forestry and Fisheries and The University of Queensland.

### Right to information

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

Minister's Office File Ref:	
Department File Ref:	TRIM: 12/464435

**Recommendation**

That the Chief of Staff

**Note** the content of the brief to support the Minister's response to Mr Burke, Chief Executive Officer, AgForce Queensland.

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

/ /

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

--

Action Officer  
Terri Burnet  
PEO Science

Endorsed by:  
Betty Baram  
Manager, Curriculum,  
Teaching and  
Learning

Endorsed by:  
Robbie Rosengrave  
Director, Curriculum,  
Teaching and  
Learning

Endorsed by:  
Sharon Mullins  
Executive Director,  
SSSE

Endorsed by:  
Margaret Pethiyagoda  
Assistant Director-  
General, SSOS

Tel: 71032

Tel: 70064  
Date: 10/12/12

Tel: 59877  
Date: 13/12/12

Tel: 45530  
Date: 13/12/12

Tel: 71625  
Date: 17/12/12



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

11 JAN 2013

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

Mr Charles Burke  
Chief Executive Officer  
AgForce Queensland  
PO Box 13186  
North Bank Plaza  
BRISBANE QLD 4003

Dear Mr Burke

Thank you for your letter dated 28 November 2012 regarding AgForce Queensland's major agricultural promotion event for school students, *Moo Baa Munch 2013*.

I am delighted that you are hosting this event at Corinda State High School — providing primary and secondary students with hands on experience with food and agriculture as well as information about exciting agricultural careers.

I am advised that the sponsorship budget and resources in the Department of Education, Training and Employment are fully committed at this time therefore my Department is unable to provide a financial contribution on this occasion. However, the Department can offer support to the event through its internal communication channels such as bulletin board postings on our intranet site and an item in Schools Update, the weekly e-newsletter to Queensland state schools.

I appreciate the time and effort you have taken to contact me and wish you all the best for your event.

If you would like to explore the options of support my Department can provide, I invite you to contact Ms Rhondda Wetton, Communications Manager, Community Engagements and Partnerships, email at [rhondda.wetton@dete.qld.gov.au](mailto:rhondda.wetton@dete.qld.gov.au) or on telephone 3237 1382.

Yours sincerely

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

Ref: 12/463838 ETE/12/4674

Minister's Office File Ref:	ETE/12/4138
Department File Ref:	12/437470

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

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

### SUBJECT: FAMILY PLANNING QUEENSLAND RESOURCES

#### Summary of key objectives

- On 31 October 2012, the Minister for Education, Training and Employment met with Family Planning Queensland (FPQ) to discuss the services they provide to Queensland state schools, including professional development for teachers in sexuality and relationships education (SRE) and the development of resources.
- FPQ requested that the Minister investigate options for coordinated resourcing for all state schools to ensure best practice responses to the sexual behaviour support needs of Queensland students.
- The Minister would like to know why FPQ resources are utilised by other states, but not in Queensland and whether the Department is familiar with the Traffic Lights framework.

#### Key issues

##### Use of FPQ resources in schools

- In Queensland, individual state schools select resources for their school in consultation with the wider community to ensure that resources meet the specific needs of their students.
- A review of other Australian states and territory education departments has indicated that government schools make their own decisions as to which resources they use (Ref: 12/442385). The Australian Capital Territory, Northern Territory and South Australia reported they are aware of the Traffic Lights framework and only the Northern Territory indicated that they promote FPQ resources to schools.

##### DETE resourcing to FPQ

- From 1996 to date, FPQ has received a contribution from Department of Education, Training and Employment's Non School Organisations (NSO) Program to provide specific support to students with disability in their educational setting, including early intervention settings, state and non-state schools, special education programs and special schools and to provide professional development for teachers who work with students with disability.
- In 2006, FPQ received a grant from the NSO Program to develop a range of resources, including the Traffic Lights framework and a DVD entitled *Responding Positively to Sexual Behaviours: The Traffic Lights Model*.

##### FPQ Traffic Lights framework

- The Daniel Morcombe Child Safety Curriculum includes links to the FPQ Traffic Lights framework in the Parent Guides for the Early Years (P-2) and Middle Years (Years 3-6) phases. Reference is made to the FPQ book, *Is This normal? Understanding your child's sexual behaviour*. A link to the FPQ website is also provided, highlighting the *Sexual Behaviours in Children and Young People* guide. These resources were included as they may facilitate further discussion about safety at home.

Minister's Office File Ref:	ETE/12/4138
Department File Ref:	12/437470

6. During 2012, FPQ conducted 12 SRE professional development sessions in the areas of students with disability and student protection via OneChannel on The Learning Place, with 254 registrations in total.
7. These sessions were advertised to a wide variety of teachers and support staff and included links for participants to the FPQ Traffic Lights framework, relevant departmental policies and procedures, Queensland Health resources and other related FPQ resources. FPQ has applied to the Department of Education, Training and Employment to conduct a research project in Queensland state schools entitled, *Using the Traffic Lights Framework: Exploring Guidance Officers' knowledge and practice regarding normal childhood sexual development in the primary school context*, with departmental approval pending.

### **Implications**

8. FPQ has applied for funding from the NSO Program to continue to support students with disability in their educational setting. The service agreement is currently being finalised and will provide total funding of \$440,400 over three years. FPQ has been advised of the funding amount offered.

### **Background**

10. Individual state schools in Queensland develop and deliver age and community appropriate SRE programs for their students.
11. The school principal, in conjunction with teachers and the school community, decide what to teach in any program. This supports the central role parents play in educating their children about sexuality and relationships.
12. In addition to consultation with parents, when a state school develops a SRE program, they do so within the *Queensland Curriculum, Assessment and Reporting Framework*, available at [www.education.qld.gov.au/qcar/](http://www.education.qld.gov.au/qcar/) and the Department's HIV, Hepatitis C and Sexually Transmissible Infections Education procedure available online at [www.ppr.det.qld.gov.au/education/learning/Pages/HIV,-Hepatitis-C-and-Sexually-Transmissible-Infections-Education.aspx](http://www.ppr.det.qld.gov.au/education/learning/Pages/HIV,-Hepatitis-C-and-Sexually-Transmissible-Infections-Education.aspx).
13. Students in Prep have opportunities to learn about sexuality concepts within the Early Years Curriculum guidelines. This may include learning about identity, relationships, self-esteem and resilience.
14. For older students, a SRE program may include information about identity, personal development, relationships and communication as well as sexual health, sexually transmissible infections and safer sex practices.

### **The Australian Curriculum**

15. The current Queensland Studies Authority syllabus materials will be replaced by the final Australian Curriculum: Health and Physical Education which is currently in development by the Australian Curriculum, Assessment and Reporting Authority (ACARA) at [www.acara.edu.au/home\\_page.html](http://www.acara.edu.au/home_page.html).
16. The specific focus area of sexuality and reproductive health (including understanding and managing physical, social and emotional changes that occur over time, exploring sexual and gender identity, managing intimate relationships, understanding reproduction and sexual health, accessing community health services) has been identified for inclusion in the *Australian Curriculum: Health and Physical Education (HPE)*.
17. The Australian Curriculum: HPE will be implemented from 2015 in Queensland, and the inclusion of sexuality and relationships education will be addressed through this consultation.

Minister's Office File Ref:	ETE/12/4138
Department File Ref:	12/437470

**Right to information**

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

**Recommendation**

That the Chief of Staff

**note** that Family Planning Queensland's Traffic Lights framework is familiar to the Department and has been referred to within DETE's OneChannel presentations in 2012 and also within the *Daniel Morcombe Child Safety Curriculum Parent Guides* for schools.

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

/ /

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

--

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Hayley Stevenson	ED	ADG	DDG/CO/ASSDG
Director	Sharon Mullins	Marg Pethiyagoda	Lyn McKenzie
School administration and Resourcing	Education Queensland	Education Queensland	Education Queensland
Tel: 323 70588	Tel: 3224 5530	Tel: 3xxxx	Tel: 3xxx
	Mob: Disclosure would, on	Mob:	Mob:
	Date: 30/11/12	Date: 17/12/2012	Date: 19/12/2012



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

17 JAN 2013

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

Research and Program Development  
Family Planning Queensland

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

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

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

Thank you for your email dated 8 November 2012 following up with the brief I requested at our meeting on 31 October 2012.

My Department takes the health and wellbeing of state school students very seriously and is committed to providing students with a rich learning environment that is open, respectful, caring and safe.

I acknowledge the work of Family Planning Queensland in the development of the Traffic Lights framework to inform teachers and parents about childhood sexuality and understanding children and young peoples' sexual behaviours.

I appreciate your organisation's work in providing professional development in sexuality and relationships education to schools. I understand that the OneChannel sessions you conducted this year, were well received by the teachers and support staff who utilised this professional development opportunity and that they find the Traffic Lights framework to be very useful.

I also thank Family Planning Queensland for providing the Department with a copy of your latest resource, *Safe is...* for our reference.

I understand that Family Planning Queensland has been offered funding of \$440,400 over three years through the Non School Organisations Program to continue to support students with disability in their educational setting. I am advised that the three year service agreement is currently being finalised.

Thank you for your interest in the health and wellbeing of Queensland state school students.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Assistant Director-General within Education Queensland, by telephone on 3237 1625 or by email at [margaret.pethiyagoda@dete.qld.gov.au](mailto:margaret.pethiyagoda@dete.qld.gov.au).

Yours sincerely

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

Ref: 12/436932 ETE/12/4138



Minister's Office File Ref:	
Department File Ref:	12/228484

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required:** For noting

**Action required by:** N/A

**Routine:** Information to support a response to correspondence.

### SUBJECT: SCHOOL BUSINESS COMMUNITY PARTNERSHIP BROKER PROGRAM

#### Summary of key objectives

- To provide information about the School Business Community Partnership Broker Program (Partnership Brokers) – funded by the Australian Government under the National Partnership for Youth Attainment and Transitions (NP YAT).

#### Key issues

- The NP YAT aims to achieve:
  - a national Year 12 or equivalent (including Certificate II) attainment rate of 90 per cent by 2015;
  - provide an education or training entitlement to young people aged 15 – 24 years; and
  - better align Commonwealth, state and territory programs and services related to youth, careers and transitions.
- The Partnership Broker Program is funded under the NP YAT.
- The aim of the Partnership Broker Program is to broker partnerships between and among schools, business and industry, parents and families and community groups to support student engagement and improve education and transition outcomes.
- There are 16 Partnership Brokers in Queensland.

#### Implications

- Education Queensland's response to the NP YAT is being implemented at a regional level. Each region has a YAT Coordinator responsible for implementing regional responses aimed at achieving a national Year 12 or equivalent attainment rate of 90 per cent by 2015.
- Under the NP YAT there are potential reward payments of up to \$20 million in 2011-12 and 2012-13, based on the achievement of participation and achievement targets.
- Queensland has been assessed as partially achieving the participation target and based on these achievements will receive \$9.8 million.
- Partnership brokers are funded directly by the Australian Government's Department of Education, Employment and Workplace Relations.

#### Background

- 47(3) - contrary to public interest who is (b) - Contrary to Public Interest of the National Partnership Broker Network, contrary to P of the State Partnership Broker Network and a s.47(3)(b) - Contrary to Public Interest for the Gold Coast has requested a meeting with the Minister.



Minister's Office File Ref:	
Department File Ref:	12/228484

10. ☐ **contrary to public interest** has provided a snapshot of the activities of the Gold Coast Partnership Broker which include:

- a partnership to provide disengaged students the opportunity to gain skills and knowledge about careers in aged care;
- conducting forums to discuss issues relating to easier access to jobs;
- further training and university studies for youth; and
- supporting parents and students in the middle years to understand transition and post school pathways.

### Right to information

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

### Recommendation

That the Chief of Staff

**Note** information in relation to the School, Business, Community Partnership Broker Program.

**NOTED**

**FIONA CRAWFORD**

**Chief of Staff**

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

**Minister for Education, Training and Employment**

/ /

☐ Copy to Assistant Minister

**Chief of Staff's comments**

--

Action Officer  
Kym Turner

Endorsed by:  
Director SSOP  
Colleen Curran

Endorsed by: Endorsed by:  
ADG SSI DDG EQ  
Mark Campling Lyn McKenzie

Tel: 32354232

Tel:  
Mob:  
Date: 6/7/12

Tel: Tel:  
Mob: Mob:  
Date: 9/7/12 Date: 10/7/12

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

Partnership Broker National Network  
PO Box 10500  
AUSTRALIA FAIR QLD 4215

Dear [REDACTED] - Contrary to Public Interest

Thank you for your letter dated 31 May 2012 regarding youth educational attainment and transition. I apologise for the delay in replying.

Through the National Partnership Agreement on Youth Attainment and Transitions, the Queensland Government is committed to supporting school students in Queensland to achieve Year 12 or its equivalent. I acknowledge the key role that Partnership Brokers can play in increasing the attainment and transition outcomes of young people and I appreciate the information provided regarding your activities.

Due to my current work schedule, I am unable to accept your kind offer to meet, however I invite you to contact Mr Mark Campling, Assistant Director-General within Education Queensland, by email at [mark.campling@det.qld.gov.au](mailto:mark.campling@det.qld.gov.au) or on telephone 3237 0121.

Thank you for your interest and commitment to young people on the Gold Coast.

Yours sincerely

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

Ref: 12/226100 ETE/12/1028

Minister's Office File Ref:	ETE/12/1995
Department File Ref:	12/283254

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: For noting with correspondence**

**Action required by: N/A**

**Routine – Background information in regards to proposed withdrawal of funding to Queensland Association of State School Principals.**

**SUBJECT: PROPOSED WITHDRAWAL OF FUNDING AS RESULT OF INTERIM AUDIT REPORT**

### Summary of key objectives

- There is a Partnership Agreement in place between the Department of Education, Training and Employment (DETE) and the Queensland Association of State School Principals (QASSP).
- Terms of the agreement includes provision for the secondment of a principal from a state school to Education Queensland.

### Key issues

1. QASSP recently received advice from the Department that as from January 2013, DETE funding supporting offline positions, as outlined in the partnership agreement, will cease.
2. Ms Backus was also reassured that this decision would not result in devaluing our relationship or an indication that consultation will be diminished. We will continue to ensure that proper consultation and the significance of the position is retained and recognised.

### Implications

3. The decision to withdraw funding may impact on existing positive relationships that have been developed between DETE and QASSP.
4. Members of QASSP may interpret this decision as disregard for their professionalism, or an attempt to restrain their professional influence.

### Background

5. QASSP is a key stakeholder of the Department.
6. QASSP is a highly valued professional association with membership of 1,226 school leaders.
7. The President of QASSP plays a critical role in representing principals in high level government, departmental, and other stakeholder engagement regarding education policy and provision of quality primary education.

### Right to information

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

Minister's Office File Ref:	ETE/12/1995
Department File Ref:	12/283254

**Recommendation**

That the Chief of Staff

**Note** the background information in regards to the proposed withdrawal of support by DETE to QASSP.

**NOTED**

**FIONA CRAWFORD**

**Chief of Staff**

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

**Minister for Education, Training and Employment**

/ /  
☐ Copy to Assistant Minister

**Chief of Staff's comments**

--

Action Officer	Endorsed by:	Endorsed by:
Joan Braun	ADG	DDG/CO/ASSDG
Senior	Marg	Lyn McKenzie
Executive	Pethiyagoda	
Officer		
State	State	Education
Schooling	Schooling	Queensland
Operations and	Operations and	
Strategy,	Strategy	
Education		
Queensland		
Tel: 3237 0849	Tel: 3237 0157	Tel: 3237 0619
	Mob:	Mob:
	Date:31/07/12	Date:06/08/12



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

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

**Ms Hilary Backus**  
**State President**  
**Queensland Association of State School Principals**  
**Level 5, 490 Upper Edward Street**  
**SPRING HILL QLD 4000**

Dear Ms Backus *Hilary,*

Thank you for your letter dated 12 July 2012 regarding support provided by the Department of Education, Training and Employment (DETE).

As you are aware, an interim Audit Report was recently released regarding Queensland's financial position. In response to the findings of the Audit, all Government departments have had to re-examine service delivery and support services with a view to reducing costs.

As part of the examination, my Department has had to identify services and association support that are no longer required to deliver essential frontline services for our schools, training and employment programs.

I understand you received advice from my Department confirming that from January 2013, DETE funding that supports offline positions for your association will cease.

Please note this decision is a budgetary decision and is consistent with the review of all funding reviews currently underway across Government.

Should you wish to discuss this matter further, I invite you to contact Ms Lyn McKenzie, Deputy Director-General, Education Queensland, by email at [lyn.mckenzie@dete.qld.gov.au](mailto:lyn.mckenzie@dete.qld.gov.au) or on telephone 3237 0619.

Thank you for the valuable role QASSP plays in relation to providing advice to inform education policy and provision of quality primary education.

Yours sincerely

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

Ref: 12/283243 ETE/12/1995

Minister's Office File Ref:	ETE/12/2115
Department File Ref:	12/287137

## Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

**Action required: With Correspondence**

**Action required by: N/A**

**Routine: Information to support non-urgent correspondence**

**SUBJECT: RESPONSE TO MR JON KRAUSE MP REPRESENTATION ON BEHALF OF THE DENNIS FAMILY**

### Summary of key objectives

- Mr Greg Dennis is seeking State Government promotion and funding to support school excursions to farms such as his own.
- A brief was requested on the 'possibility of enabling this'.

### Key issues

1. Mr Jon Krause, Member for Beaudesert states that his constituent, Mr Dennis seeks support from Minister Langbroek 'for the Department of Education, Training and Employment to approve a scheme where schools will be encouraged to organise excursions to farms, in this instance The Dennis Scenic Rim Robotic Dairy'.
2. The response letter informs Mr Krause that the Department does not mandate, endorse or approve individual programs or organisations.
3. Individual schools, in consultation with their communities, are best placed to make these decisions about resources. Local schools have not received direct marketing information about the farm.
4. Some local schools had an unofficial community representative at the recent Open Day and have subsequently become aware of and expressed interest in planning an excursion.
5. The local schools often draw from their own parents and school community to access free visits to working farms.
6. The response letter provides advice on options for Mr Dennis to promote his enterprise to schools.
7. In an enclosed letter, Mr Dennis states that food production should be part of the school curriculum. The response letter specifies where the current curriculum provides opportunities to learn about agriculture and food production.
8. Mr Dennis is also seeking departmental funding to allow schools to organise farm excursions 'without incurring a financial burden on parents'.
9. Education Queensland has no current funding available.

### Implications

10. Funding such an enterprise would be difficult to justify:
  - in the current fiscal climate
  - in light of the broad range of valuable community groups and commercial enterprises which seek departmental support.

Minister's Office File Ref:	ETE/12/2115
Department File Ref:	12/287137

**Background**

11. Mr Krause has made this representation on behalf of Mr Dennis who is a constituent and supported Mr Krause's election campaign.
12. Mr Dennis notes the strong agreement he received from MPs Lawrence Springborg and Scott Buchholz to his proposal.

**Right to information**

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

**Recommendation**

That the Chief of Staff

**Note** the information provided regarding this correspondence.

**NOTED**


**FIONA CRAWFORD**

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

2L1B112

☐ Copy to Assistant Minister

**Chief of Staff's comments**

Action Officer: Endorsed by:  
 Betty Baram ED  
 Robyn  
 Rosengrave  
 State  
 State  
 Schooling  
 Schooling  
 Operations and Operations and  
 Policy Policy  
 Tel: 32370064 Tel: 32359877  
 Mob: [redacted] closure would, d  
 24  
 Date: 01/08/12

Endorsed by: Endorsed by:  
 ADG RD SER  
 Margaret Glen Hoppner  
 Pethyiagoda  
 State  
 Schooling  
 Schooling  
 Operations and Operations and  
 Policy Policy  
 Tel: Tel:  
 Mob: Mob:  
 Date: 02/08/12 Date: 09/08/12



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

27 AUG 2012

Mr Jon Krause MP  
Member for Beaudesert  
PO Box 95  
JIMBOOMBA QLD 4280

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

Dear Mr Krause

Thank you for your letter dated 23 July 2012 on behalf of the Dennis family regarding educational visits to their Robotic Dairy Farm, and food production in the school curriculum.

The Department of Education, Training and Employment welcomes community interest in the education of young people. It is acknowledged that excursions to farms can provide valuable learning, particularly if they are connected to the school curriculum.

The current curriculum offers opportunities to learn about agriculture and food production. From Prep to Year 10, the *Australian Curriculum: Science*, which all Queensland schools began teaching in 2012, includes agriculture and related topics such as food production. The *Australian Curriculum: History* looks at the agricultural revolution in Britain and how agriculture created wealth in societies. Teachers can also enrich their program for Technology, Home Economics, Studies of Society and the Environment, and the Arts through farm excursions. For Years 11 and 12, syllabuses include Agricultural Science, Agriculture and Horticulture.

The Department does not mandate, endorse, or promote particular resources, or external enterprises. Individual schools are best placed to select extra-curricular activities to meet local needs, and they do this in consultation with the school community.

The Dennis family may wish to contact individual schools to promote visits to their Robotic Dairy Farm. A list of Queensland schools and contact details can be accessed online at [www.education.qld.gov.au/directory/schools/index.html](http://www.education.qld.gov.au/directory/schools/index.html), or staff in the Department's education regional offices may be able to assist. Several local schools had a representative at the recent Open Day, resulting in local school interest in a school excursion.

Alternatively, the Dennis family may like to promote their enterprise in *Education Views Online*, a magazine targeted to teachers and principals in Queensland schools, and published weekly. The Dennis family are invited to contact magazine staff by email at [educationviews@dete.qld.gov.au](mailto:educationviews@dete.qld.gov.au) or on telephone 3235 4125.

I trust this information will assist in replying to the Dennis family's representations.

Yours sincerely

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

Ref: 12/284853 ETE/12/2115



Pages 112 through 113 redacted for the following reasons:

-----  
Sections 47(3)(a) and 48 of the RTI Act - Schedule 3, section 6(c)(i) of the RTI Act (Disclosure would infringe the privileges of Parliament)



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

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

Mr Neil Laurie  
Clerk of Parliament  
Parliament House  
George Street  
BRISBANE QLD 4000

Dear Mr Laurie

I refer to Petition 1853-12 tabled in the Legislative Assembly regarding the introduction of Confucius Classrooms in Queensland schools.

In Queensland, Confucius Classrooms are an activity of the Confucius Institute at the Queensland University of Technology (CIQ) — one of the many Confucius Institutes worldwide. State and non-state schools teaching Chinese (Mandarin) can elect to participate in the Confucius Classrooms initiative. CIQ manages all associated administration relevant to this initiative by directly liaising with Queensland schools.

In 2012, four Queensland state high schools and one independent school have commenced the Confucius Classroom activities.

The purpose of the Confucius Classrooms is to assist with the implementation of studies in Chinese (Mandarin) language and culture, and to contribute to Asian literacy as a cross-curriculum priority of the Australian Curriculum.

Schools participating in the Confucius Classrooms program teach the Queensland Studies Authority's language curriculum. They receive support from the Hanban (an arm of China's Ministry of Education) through the provision of materials, financial assistance and the possibility of having volunteer teachers from China in their classroom.

Queensland Studies Authority's language syllabuses do not contain any political content and the teaching of culture (as stipulated by these documents) focuses on social practice.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Assistant Director-General within Education Queensland, on telephone 3237 1625 or by email at [margaret.pethiyagoda@dete.qld.gov.au](mailto:margaret.pethiyagoda@dete.qld.gov.au).

Yours sincerely

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

Ref: 12/292610 ETE/12/2481