

Minister's Office File Ref.	ETE/12/236287
Department File Ref.	12/231757

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With correspondence

Action required by:

Routine — background information regarding

s 47(3)(b) - contrary to public interest

s 47(3)(b) - contrary to public interest request to meet with the Minister.

SUBJECT: THE IMPACT OF THE C2C MATERIALS ON EDUCATIONAL PUBLISHERS, BOOKSELLERS AND NEWSAGENTS.

Summary of key objectives

- To provide background information on concerns that may be raised by s 47(3)(b) - contrary to public interest s 47(3)(b) - contrary to public interest

Key issues

- s 47(3)(b) - contrary to public interest believes that the Curriculum into the Classroom (C2C) materials are in direct competition with publishers.
- It believes that it is 'locked out' as the C2C materials are supplied free to schools and practically 'mandated'.
- The texts and resources suggested in the C2C materials are not mandated. Schools and teachers are encouraged to adapt the materials to suit their local context.

Implications

- Since the initiation of the C2C materials, a number of educational publishers, booksellers and authors have approached the Department to gain access to the C2C materials.
- At a recent meeting of the C2C Board it was decided that C2C materials would not be released to publishers.

Background

- s 47(3)(b) - contrary to public interest is based in s 47(3)(b) - contrary to public interest It publishes educational textbooks to support the work of schools and have expressed concerns regarding the changing nature of the educational publishing market that is occurring as a consequence of the introduction of C2C materials. In February 2012, stakeholders from s 47(3)(b) - contrary to public interest met with Department of Education, Training and Employment (DETE) procurement officers to discuss their concerns.
- s 47(3)(b) - contrary to public interest disagrees with the educational direction of the C2C materials. It advises that even though DETE has not released the documents, 'all publishers and booksellers have all the documents anyway'. It believes that there are serious errors in the documents, particularly literacy.
- s 47(3)(b) - contrary to public interest indicates that the introduction of C2C materials has forced them to venture into other states and extend their marketing to private schools. s 47(3)(b) - contrary to public interest believes that the current situation does not represent a fair or level playing field.
- In 2004, s 47(3)(b) - contrary to public interest levelled serious allegations against several education officers from DETE and the Queensland Studies Authority, accusing them of a conflict of interest and insider trading of intellectual property. It alleged that several members of the Years 1–10 Mathematics syllabus development team appeared to have been working simultaneously with actor 2 (Informant 3, factor 2 (Informant 3)) It also alleged that these conflicts of interest created an anti-competitive environment.

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10. These allegations were thoroughly investigated by DETE and dismissed.

Right to Information

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

Recommendation

That the Chief of Staff

Note the background information regarding b) - contrary to public request to meet with the Minister and her concerns about the impact of the C2C materials on educational publishers, booksellers and newsagents.

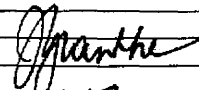
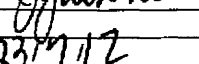
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FIONA CRAWFORD
 Chief of Staff
 Office of the Hon John-Paul LangbroekMP
 Minister for Education, Training and Employment

3017 102
☐ Copy to Assistant Minister

Chief of Staff's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
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Senior Education Officer	Neil McDonald	Mark Campling	Julie Grantham
SSI	BSDE	SSI	
Tel: 32371688	Tel: 37272444	Tel: 32370121	Tel: 
TRIM ref.	Mob: b) - Contrary to Public	Mob: b) - Contrary to Public	Mob: 
12/239974	Date: 05/07/12	Date: 05/07/12	Date: 23/7/12

Minister's Office File Ref:	
Department File Ref:	12/476487

Briefing Note

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

Action required: For Noting

Action required by: N/A

Urgent – Information to support Minister's meeting on 15 January 2013

SUBJECT: Background information for Minister's meeting on 15 January 2013 with Conservation Volunteers

s 47(3)(b) - contrary to public interest

Summary of key objectives

- A meeting between s 47(3)(b) - contrary to public interest Conservation Volunteers and Minister Langbroek is scheduled for 15 January 2013, to discuss the volunteer involvement of Queensland state school teachers in a Gallipoli/Turkey Professional Development Program (PDP).
- This information briefing note provides advice about teacher involvement in professional development activities offered by external agencies and background about the work of Conservation Volunteers.
- The Departmental representative to attend the meeting is Mr Mark Campling, Assistant Director-General, State Schooling Implementation.

Key issues

1. In October 2012, Mr Colin Jackson, Chief Executive Officer, Conservation Volunteers wrote to Minister Langbroek requesting a meeting to discuss a proposal to conduct a Gallipoli/Turkey PDP for teachers in Queensland (Ref: 12/466876).
2. The Department of Education, Training and Employment (DETE) does not endorse or mandate particular products or services provided by external agencies for professional development or curriculum. Individual schools determine their curriculum service needs as part of curriculum planning, assessment and reporting. They select professional development opportunities in the process of developing performance agreements with individual teachers.
3. Conservation Volunteers are able to approach schools directly to offer places in the professional development program. The organisation may wish to consider advertising the program in Education Views, or use the publicly available DETE schools directory to obtain contact details for state and non-state schools in Queensland.
4. Other avenues for promoting the program in Queensland include professional teacher organisations such as the Queensland History Teachers' Association, the Queensland Association of State School Principals or the Queensland Secondary Principals' Association. Conservation Volunteers may also wish to consider advertising in the QTU Journal.
5. In deciding whether to participate in the program, schools are likely to consider the alignment of the program to curriculum priorities, particularly the Australian Curriculum. Schools are also likely to assess the program's alignment to relevant professional standards including the Education Queensland Professional Standard for Teachers or the Australian Professional Standards for Teachers.

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6. Conservation Volunteers assert that the proposed program will enhance teachers' knowledge and understanding of the Gallipoli conflict, develop their school leadership potential and improve the effectiveness of their teaching delivery. The program may also assist teachers in the context of implementing the Australian Curriculum area of History from 2013 onwards.
7. Under current industrial agreements the participation of teachers in out-of-hours professional development must be on a voluntary basis. As a result, neither DETE nor state schools can compel teachers to participate in the Gallipoli/Turkey Professional Development Program.

Background

8. Conservation Volunteers has recruited volunteers since 2006 to assist with logistical support for tourists visiting Anzac Cove in Gallipoli on Anzac Day. The program is supervised by the Australian Department of Veterans' Affairs and Veterans' Affairs New Zealand.
9. Conservation Volunteers partners with governments, businesses and individuals to recruit volunteers in a large range of environmental conservation projects. Project areas include: flora and fauna, landcare, parks and reserves, coasts and waterways, healthy communities, heritage and disaster recovery.
10. For several years, the organisation has partnered with Queensland state schools to provide support for projects of an environmental conservation nature.
11. Volunteers provide assistance and support visitors at the commemorative services at the Anzac Commemorative Site, Lone Pine and Chunuk Bair on 24 and 25 April each year.
12. The main tasks of the volunteer team are: welcoming, conducting bus registrations, providing information, wrist banding visitors, distributing information kits, supporting assisted mobility visitors, assisting visitors with transition between services and collecting surveys.
13. Volunteers are taken on guided visits to significant sites on the Gallipoli Peninsula, including: Anzac Cove beach, Shrapnel Valley (where Simpson passed many times), Courtney's Post (where Albert Jacka won the Victoria Cross), Quinn's Post, Lone Pine, the Nek overlooking the Aegean, the Dardanelles from Chunuk Bair, the Rhododendron trail and the Cape Helles battlefields at the tip of the peninsula.
14. s 47(3)(b) - contrary to public interest has been nominated as the Conservation Volunteer leader for the Gallipoli/Turkey PDP. He is a teacher and professional development coordinator of 35 years' experience and has led numerous Gallipoli visits. He works with a Turkish expert guide to provide interpretation and information services.

Right to information

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

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Department File Ref:	12/476487

Recommendation

That the Minister

Note the information in relation to the Conservation Volunteers proposal for Gallipoli/Turkey PDP for teachers.

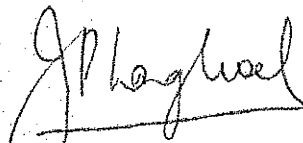
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APPROVED/NOT APPROVED
ENDORSED/NOTED



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

3 / 1 / 13

☐ Copy to Assistant Minister


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

7 / 1 / 13

Minister's comments

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 Senior Communications
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 Date: 21/1/13

MINISTER MEETING BRIEF REQUEST

Requested by: Departmental Liaison Officer (3006 4614)

To: EDUCATION QUEENSLAND

Subject: Minister to meet with Distance Education Home Tutors

Date/time required: 3:00pm THURSDAY 16 NOVEMBER

Today's date: Wednesday, 16 January 2013

The Premier has requested that the Minister meet with (3)(b) - contrary to public intel from Distance Education Home Tutors on Tuesday 27 November at 2.30pm at Parliament House.

The Minister's Office has requested a MEETING BRIEFING NOTE about the organisation (including any contentious issues) please see attached correspondence from (b) - contrary to public

Please forward to DLO zz Departmental Liaison Officer by 4:00pm FRIDAY 16 November.

- Provide a Minister Briefing Note to cover the following (including any contentious issues).

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised-or may exist-regarding the meeting subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

When a departmental representative is requested to attend, please ensure they have noted the appointment in diary for attendance. Please also advise the requesting officer of the rep and indicate in the briefing and in TRIM notes.

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officer to prepare IBN.

Preparation instructions

- If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- Please TRIM brief and any attachments to zz Departmental Liaison Officer indicating in the TRIM notes that it has been approved by the appropriate officers.
- Any attachments and/or correspondence prepared for Ministerial signature should also be contained under this request and forwarded with request to zz Departmental Liaison Officer.

PLEASE NOTE – the brief must progress from the DLO to the DG for approval prior to meeting the MO deadline.

Minister's Office File Ref:	
Department File Ref:	12/412384

Briefing Note

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

Action required: Noting

Action required by: N/A

Routine - Meeting scheduled for 27 November 2012

SUBJECT: Minister's meeting with 47(3)(b) - contrary to public interest regarding rollout of the Australian Curriculum for isolated students.

Summary of key objectives

- Background information to support Minister's meeting with 47(3)(b) - contrary to public interest Volunteers for Isolated Students Education (VISE) tutor, to discuss her concerns about the implementation of the Australian Curriculum for regional and remote students of distance education as requested by the Premier.
- The meeting is scheduled for 2.30pm, 27 November 2012 at Parliament House.

Key issues

1. In January 2012, Queensland students from Prep to Year 10 commenced implementation of the Australian Curriculum: English, mathematics and science. Teachers will commence implementation of the Australian Curriculum: History in Prep to Year 10 in 2013.
2. Education Queensland schools, including the schools of distance education, have been provided with a comprehensive collection of curriculum planning materials and resources — Curriculum into the classroom (C2C).
3. It is the Australian Curriculum that mandates what students are expected to learn. C2C provides a starting point for schools to support and guide their implementation of the new curriculum. Schools are able to adopt or adapt C2C materials to suit the unique needs of their students.
4. Independent Learning Materials (previously known as Level 4 materials) have been developed by C2C writers in conjunction with the Brisbane School of Distance Education writing hub and are designed to support students in distance education contexts.
5. Schools of distance education are able to adapt Independent Learning Materials to suit the needs of their students and students' families. Home tutors are encouraged to discuss their concerns or issues with the student's teacher.
6. 47(3)(b) - contrary to public interest has highlighted concerns for the early 2012 C2C materials relating to:
 - a. the complexity of materials provided for home tutors resulting in too much preparation required to deliver lessons;
 - b. the lack of support for students with diverse and special learning needs and capabilities;
 - c. the qualifications of C2C writers to develop materials for a distance education context; and
 - d. difficulties faced by students and their families in adapting to the new curriculum.
7. 47(3)(b) - contrary to public interest concerns mirror those expressed in September by the Isolated Children Parents Association (ICPA), distance education parents and home tutors.

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Implications

8. In response to feedback, the curriculum hub based at the Brisbane School of Distance Education now holds teleconferences and/or meetings to support home tutors and teachers. The C2C distance education materials:
 - a. have been made available on USB stick (the Mi-Stick); in hardcopy; and via an online course through the Learning Place;
 - b. 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) and answer sheets to model appropriate student responses; and
 - c. now identify core and non-core activities to enable delivery of the required content within a given timeframe.
9. Home tutors and parent groups have responded positively to this additional support as well as the work of a parent reference group that reviews Independent Learning Materials prior to their release.
10. C2C includes support for teachers to adapt planning and delivery to meet the diverse needs, interests and readiness of individual students. Differentiation support includes sample planning in English and mathematics and professional development offered through OneChannel — the Department's online service for live and on-demand learning programs.
11. The C2C distance education materials have been planned and written by officers who have taught in distance education, small schools and/or multi-level settings, and include information and guidelines to support their use and delivery.
12. A distance education parent and teacher reference group forum was conducted 15–16 October 2012. Over 60 participants attended from across Queensland and another 30 have been providing feedback through an online learning platform. This forum was well received by the parent groups.
13. A meeting is being organised between (b) - contrary to public in the Assistant Director-General State Schooling Implementation and the Executive Principal Brisbane School of Distance Education on 19 November 2012.

Background

14. C2C materials have been developed to support Queensland state schools including teachers, parents and home tutors associated with the schools of distance education.
15. C2C materials include whole-school, year level and classroom planning examples. They provide an exemplar of how schools can plan for teaching, learning and assessment using the Australian Curriculum.
16. Teachers of distance education use the C2C distance education materials as a resource for student learning and also deliver student lessons through 'web-conference' and/or over the phone on a daily basis.
17. (b) - contrary to public in correspondence to the Premier is a duplicate of her correspondence to the Minister (Ref 12/378188). Both letters were sent on 14 September 2012. At that time the Minister was unable to meet with (b) - contrary to public in

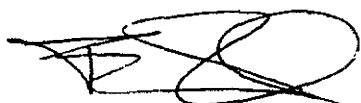
Right to information

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

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Department File Ref:	12/412384

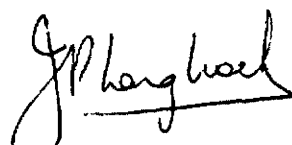
Recommendation

That the Minister **note** the information provided.

NOTED


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

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

20/11/12
☐ Copy to Assistant Minister

24/11/12

Minister's comments

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 Date: 16/11/12

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DG
 Annette Whitehead
 Director-General

Tel: 3237 0900
 Mob:
 Date: 20/11/12



Premier of Queensland

For reply please quote: *MC/NC – TF/12/25777 – DOC/12/188888*

- 8 OCT 2012

s 47(3)(b) - contrary to public interest

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Queensland 4002 Australia
Telephone +61 7 3224 4500
Facsimile +61 7 3221 3631
Email ThePremier@premiers.qld.gov.au
Website www.thepremier.qld.gov.au

Dear (b) - contrary to public in

Thank you for your letter of 14 September 2012 requesting a meeting about the problems families and teachers in regional and remote areas are facing with the new National Curriculum.

Unfortunately, due to my current heavy work schedule, I am unable to meet with you in November. However, I have asked my Cabinet colleague the Honourable John-Paul Langbroek MP, Minister for Education, Training and Employment, to meet with you in my place. Minister Langbroek's office will be in contact shortly to arrange a suitable time.

Thank you once again for contacting me on this matter. I trust your meeting with Minister Langbroek goes well.

Yours sincerely

CAMPBELL NEWMAN

B/C The Honourable the Minister for Education, Training and Employment.

By direction. For your information and action please. Copy of inwards correspondence is attached.

ORIGINAL SIGNED BY PREMIER

CAMPBELL NEWMAN



**Queensland
Government**

URGENT MINISTERIAL MEETING BRIEF REQUEST

Requested by: Jan Viking Ramstrom, Departmental Liaison Officer (3006 4614) YR

To: Operations and Governance - EQ

Subject: Minister to meet with members of Qld Symphony Orchestra

Date/time required by MESU: 3PM THURSDAY 23 AUGUST 2012
Date/time required by MO: 3PM MONDAY 27 AUGUST 2012

Today's date: Tuesday, 15 January 2013

- Please provide an IBN, for the Chief of Staff to note.

Key Meeting Details

When: WEDNESDAY 29 AUGUST 2012
Where: PARLIAMENT HOUSE

Discussion Topics: The great work QSO is doing in the Education community and the importance of the role of Education Liaison Officer

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised-or may exist-regarding the meeting subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

When a departmental representative is requested to attend, please ensure they have noted the appointment in diary for attendance. Please also advise the requesting officer of the rep and indicate in the briefing and in TRIM notes.

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officer to prepare IBN using the template

Preparation instructions

- If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- Please TRIM brief and any attachments to Coordinator Executive Briefings M&ESU indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring Coordinator Executive Briefings M&ESU attention to urgent documents.
- Hard copies of the approved IBN (and any attachments) should be returned to Coordinator Executive Briefings M&ESU (floor 14), who will then process the brief through the relevant channels. Under **NO CIRCUMSTANCES** are briefings to be sent directly to the Minister's office.
- Any attachments and/or correspondence prepared for Ministerial signature should also be contained under this request and forwarded with request to Coordinator Executive Briefings M&ESU (floor 14).

PLEASE NOTE – the brief must progress through MESU and have DG approval prior to meeting the MO deadline.

Minister's Office File Ref:	
Department File Ref:	12/313199

Briefing Note

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

Action required: For Noting

Action required by:

Routine – Brief to support Minister's Office is meeting with members of Qld Symphony Orchestra.

SUBJECT: MINISTER'S OFFICE TO MEET WITH MEMBERS OF QLD SYMPHONY ORCHESTRA

Summary of key objectives

- On 29 August 2012, the Minister's Office will meet with members of Qld Symphony Orchestra (QSO).

Key issues

- Education Queensland currently supports the education program at QSO through the provision of 0.6 Education Liaison Officer (ELO).
- QSO funds the additional 0.4 to make the position a full time appointment.
- Consideration is currently being given to discontinuing Education Queensland support for Qld Symphony Orchestra.

Implications

- It is anticipated the members of the orchestra will be seeking to maintain the current level of support and therefore advertise and fill the ELO position.
- The members may also request increasing the support to a full time ELO.

Background

- Recently, the ELO at QSO resigned (to accept an overseas appointment) and has been replaced temporarily to the 28 September 2012.
- QSO provides an extensive range of educational programs including:
 - The Young Instrumentalist Competition;
 - Online microlessons for regional and remote students;
 - Artist in Residence program;
 - Web streaming of education concerts and programs;
 - Web based and live professional development; and
 - Live metropolitan and regional education concerts.
- The funding associated with this program have been identified as potential savings as part of the Department's budget saving strategy for 2012-13 and the out years.

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Department File Ref:	12/313199

Right to information

9. 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 **notes** information provided in preparation for a meeting with members of the QSO on 29 August 2012.

NOTED

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

271 8 112.

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

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Action Officer Mike Tyler Principal Education Officer State Schooling Implementation Tel: 70428	Endorsed by: Director Anna Brazier State Schooling Implementation Tel: 70793 Mob: Date: / /	Endorsed by: ADG Mark Campling State Schooling Implementation Tel: 70121 Mob: Date: / /	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations & Strategy Tel: 70157 Mob: Date: / /	Endorsed by: DDG/CO/ASSDG Lyn McKenzie Education Queensland Tel: 70619 Mob: Date: / /	Endorsed by: DG/CO/ASSDG Julie Grantham Director- General Tel: 70900 Mob: Date: 26/08/12
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Minister's Office File Ref:	
Department File Ref:	12/402420

Briefing Note

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

Action required: For Noting

SUBJECT: STUDY OF ASIAN LANGUAGES IN QUEENSLAND STATE SCHOOLS

Summary of key objectives

- To inform the Minister about the Department's current position on the teaching of Asian languages and how this relates to the delivery of mandatory Languages Other than English (LOTE) in Queensland state schools.

Key issues

- Prime Minister Julia Gillard released the *Australia in the Asian Century* White Paper on Sunday 28 October, 2012.
 - The White Paper outlines a number of targets for Australia until 2025, including the following which relate to schooling sectors and LOTE:
 - All students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian Language throughout their years of schooling.
 - All students will have access to at least one priority Asian language – Chinese (Mandarin), Hindi, Indonesian and Japanese.
 - Studies of Asia will be a core part of the Australian school curriculum.
 - Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge and skills and enable them to be active in the region.
- *All schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network*

National Asian Languages and Studies in Schools Program (NALSSP)

- In 2009 the NALSSP Strategic Plan for Queensland state schools 2009-2011 was approved and detailed strategies to meet the aspiration target – by 2020 at least 12% of students will exit Year 12 with a fluency in one of the target Asian languages (Mandarin, Indonesian, Japanese and Korean) sufficient for their engagement in trade and commerce in Asia and/or university study.
- A funding agreement between DEEWR and the Department was signed for provision of \$6,122,485. (Ref: 09/59770).
- Eight initiatives were undertaken to meet the NALSSP outcomes, the most significant of these being:

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- Establishment of 26 Asian Learning Centres (ALCs) in strategically located secondary schools across the regions to be centres of excellence in a NALSSP language.
 - Continued development of New Land, New Language, an online learning program targeted for junior secondary in Japanese and Chinese through to the end of Stage 3 and also to be able to deliver this program in three stages for Indonesian. The aim for developing the programs was to support the teaching and learning in a range of contexts and structures ranging from mainstream school based classroom through to distance learners and/or web conferencing delivery. The program is flexible allowing teachers to use it either as a primary teaching and learning tool or to use elements of the program to enhance their current repertoire. Stages 2 and 3 embed the appropriate general capabilities and cross curriculum priorities of the ACARA syllabuses.
 - The formation of a strategic partnership with the Confucius Institute at QUT was formed in order to increase the proficiency levels of students studying Mandarin; increase the understanding of the culture of Chinese; improve the quality of teachers of Mandarin; and stimulate student demand for Mandarin.
 - Embedding Asian literacy in the curriculum. Through professional development and support and the promotion and facilitation of professional study tours to Asia teachers from other curriculum areas were to be upskilled in their knowledge of Asia.
6. The 2012 Annual Report to DEEWR is currently being prepared for forwarding by early December 2012.
 7. Through correspondence from parents and community members, the Department understands that:
 - Some school communities do not support the teaching of Languages in school; and may not see Languages as relevant to the community.
 - Not all parents support Languages study for their children, particularly so when their child needs to improve literacy, numeracy or overall academic performance.
 - Some students would prefer to focus on other subject areas in which they have particular talents.
 - A number of schools would want to retain the option to continue to deliver European Languages to their students.
 8. Provision of languages is dependent on the availability of teachers with adequate language proficiency and effective teaching practice. This is a particular constraint in rural areas.
 9. Hindi is currently not an approved language taught in Queensland state schools and, as such, the Department presently has no qualified staff identified as being capable of teaching in this discrete language area.
 10. Hindi is delivered to 24 students through the After Hours Ethnic Schooling program administered by non-registered, non-qualified teachers. This program is currently delivered by the Queensland Association of Hindustani Language School, Culture and Welfare Inc.

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11. Languages is a learning area in the Australian Curriculum F (Prep) – 12; as specified in the *Melbourne Declaration on Educational Goals for Young Australians* Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) 2008.
12. The *Australian Curriculum: Languages* are scheduled for release by the end of 2013.
13. The three cross-curriculum priorities, Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; are embedded in all learning areas. The Australian Curriculum states that they will have a strong but varying presence depending on their relevance to the learning areas.
14. Specifically, the *Asia and Australia's engagement with Asia* priority provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres.
15. This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.
16. ACARA advised (Ref:12/269563) that the languages (and associated learner pathways) for which F-10 Australian Curriculum will be developed by the end of 2013 are:
 - French, German, Indonesian, Italian, Japanese and Spanish (one learner pathway to be developed catering mainly for second language learners)
 - Arabic, Korean, Modern Greek, and Vietnamese (one learner pathway to be developed catering mainly for learners who have some background in the language)
 - Chinese (three learner pathways to be developed to cater specifically for second language learners across F-10, background language learners across F-10 and first language learners in Years 7-10).
 - Further work will be undertaken to determine the process and timelines for developing Australian Curriculum in additional languages beyond those listed above (in the first instance, for Auslan, Classical languages, Hindi and Turkish).

Reviewing current Queensland policy

17. The Department supports the increased opportunity provided to students for the study of Asian Languages in schools, along with increased opportunity to promote cultural awareness.
18. The Department is mindful of the fact that the restoration of mandatory languages policy in 2010 negatively impacted on the rationale and outcomes of NALSSP, and therefore our current policy would need to be considered.
19. Provision of non-mandated Languages education for all students would ensure the provision of a platform to increase the number of students studying Asian languages in our schools.

Background

20. Background information on Mandatory LOTE has previously been provided to the Minister (Ref: 12/346535).

Minister's Office File Ref:	
Department File Ref:	12/402420

Right to information

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

Recommendation

That the Minister

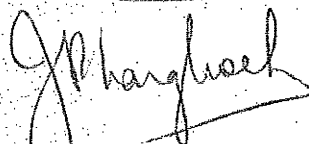
Note the information provided about the Department's current position on the teaching of Asian languages and how this relates to mandatory LOTE.

NOTED



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

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

2, 11, 12

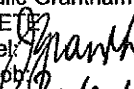
5, 11, 12

☐ Copy to Assistant Minister

Minister's comments

Endorsed by:
 ADG
 Marg Pethiyagoda
 State Schooling Operations and Strategy
 Tel: 323 70157
 Mob:
 Date: 29/10/2012

Endorsed by:
 DDG
 Lyn McKenzie
 Education Queensland
 Tel: 323 70619
 Mob:
 Date: 29/10/2012

Endorsed by:
 DG
 Julie Grantham
 DETE
 Tel: 
 Mob:
 Date: 30/10/12

Minister's Office File Ref:	
Department File Ref:	12/217723

Briefing Note

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

Action required: For Noting

Action required by: 9 July 2012

Routine – For the Minister to note the most up to date information concerning the Teaching and Learning Audits which will re-commence on 9 July 2012.

SUBJECT: RE-COMMENCEMENT OF TEACHING AND LEARNING AUDITS

Summary of key objectives

- The Queensland Teachers' Union (QTU) is opposed to the Teaching and Learning Audits in Queensland state schools, specifically the reporting details.
- Education Queensland is re-commencing the Teaching and Learning Audits in Queensland state schools in Semester 2, 2012.
- QTU has directed their members not to participate in the audits.

Key issues

1. Education Queensland is re-commencing Teaching and Learning Audits in Semester 2, 2012.
2. Principals of all schools requiring an audit have been contacted and have been overwhelmingly supportive of the re-commencement.
3. As outlined in a previous brief to the Minister (Ref:12/159758) a new audit process will be implemented, including the development of an executive summary and eight page profile, to be placed on the school's website.
4. The QTU has directed its members not to participate in the audit process.

Implications

5. The QTU may instigate industrial action on the re-commencement of the Teaching and Learning Audits.
6. Human Resources Branch are aware of the re-commencement of the Teaching and Learning Audits.
7. There may be media interest on the re-commencement of the Teaching and Learning Audits.
8. Education Queensland has consulted with CCM on the development of media lines if required.

Background

9. Teaching and Learning Audits were suspended by the Director-General in February 2012 following the publication of school results in *The Courier-Mail* and subsequent concerns raised by the QTU in a Newsflash dated 30 March 2012.
10. Through consultation with stakeholders including the QTU, principals' associations and the Queensland Council of Parents and Citizens' Associations, Education Queensland

Minister's Office File Ref:	
Department File Ref:	12/217723

addressed all of the concerns outlined in the Newsflash and made other adjustments to the process as discussed during consultation.

11. Within the new process schools will receive:

- an executive summary highlighting the key commendations, recommendations and affirmations as well as highlighting improvements that have been made since the last audit; and
- an eight page profile which would identify the specific criteria across the four ratings within each of the eight dimensions that are evident within the school. This would be prepared in such a way that a rating could not easily be aggregated for the school or an overall rating given for each dimension.

12. The executive summary and eight page profile are to be published on the school's website to provide the school community with the information to inform and refine the school's strategic and implementation plan in an open and transparent manner.

13. The report and information will not be stored or analysed centrally.

14. On 11 May 2012, the Director-General informed the QTU of the Department's intention to resume Teaching and Learning Audits in Semester 2, 2012 and the intention to begin planning to enable this to occur.

15. QTU members were advised by a Newsflash dated 16 May 2012 that:

- *the QTU directive issued on 30 January 2012, that: "All QTU members are hereby directed to suspend any participation in the Teaching and Learning Audits until further notice", remains in place until such time that a further ballot of members regarding the continuation of the teaching and learning audits takes place.*

16. In a Newsflash dated 6 June the QTU notified its members that the ballot concerning the reintroduction of the Teaching and Learning Audits had been postponed and that in the meantime, the directive to members to not participate in the audits remained in force.

17. The Teaching and Learning Audit team is continuing the planning to commence the Teaching and Learning Audits in Semester 2 2012.

18. In Semester 2, 2012, Teaching and Learning Audits will occur in approximately 320 schools. These schools will meet one or more of the following criteria:

- have a Quadrennial School Review due in 2012;
- have a new permanent principal commence in 2012; or
- have requested an audit in 2012.

19. It is anticipated that schools that were scheduled to be audited in Semester 1, 2012 will have an audit conducted in Semester 2 2012 or Semester 1 2013.

20. No school will be audited more than once in any 12 month period.

21. Officers of the Teaching and Learning Audit team have contacted schools and auditors to develop an audit schedule suitable to the schools involved.

22. Selected experienced principals were initially trained as Teaching and Learning Auditors in January 2012.

23. Training for auditors will be completed during the first two weeks of Semester 2, 2012.

24. Seventeen auditors, both full and part time, will conduct the audits.

Minister's Office File Ref:	
Department File Ref:	12/217723

Right to information

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

Recommendation

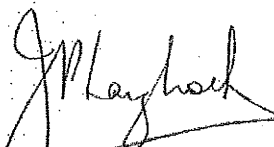
That the Minister note the update concerning the Teaching and Learning Audits.

NOTED


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

81 7112

☐ Copy to Assistant Minister


**APPROVED/NOT APPROVED
 ENDORSED/NOTED**


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

917 112

Minister's comments

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Action Officer Fiona Boulton A/Principal Advisor State Schooling Implementation Tel: 323 70948	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604 Mob: Date 26/6/12	Endorsed by: ADG Mark Campling State Schooling Implementation Tel: 323 70121 Mob: Date: 19/6/12	Endorsed by: DDG/CO/ASSDG Lyn McKenzie Education Queensland Tel: 323 70619 Mob: Date: 26/6/2012	Endorsed by: DG/CO/ASSDG  Tel: Mob: Date: 31/7/12
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Minister's Office File Ref:	
Department File Ref:	12/320299

Briefing Note

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

Action required: For Noting

Action required by:

Routine – update request from Minister's office

SUBJECT: UPDATE ON ANTI-BULLYING APPLICATION TAKE A STAND

Summary of key objectives

- For the Minister to note information regarding the development of the anti-bullying iPhone application (app) *Take a Stand*.

Key issues

- The *Bullying. No way* website which incorporates a student portal, *Take a Stand Together*, was highlighted at the Department of Education, Training and Employment's (DETE) Brighter Futures stand at the Royal Brisbane Exhibition (Ekka) in August.
- The *Take a Stand* iPhone app was available to download via a Quick Reader (QR) code.
- There was an increase of over 100% on average downloads in the week of 6-12 August during the Ekka. By end July 2012, there had been a total of 3616 downloads and by mid-August this had risen to 4532.
- While all activities on the iPhone app are available on the website, the development of an android app for non-iPhone users is being investigated.

Background

- The Queensland Schools Alliance Against Violence (QSAAV) report: *Keeping Queensland Schools Safe* was released on 15 March 2012 by the former Minister for Education and Industrial Relations.
- Recommendation 12 from Dr Carr-Gregg to design and introduce an anti-bullying app has been completed in association with the activities for the 2012 National Day of Action Against Bullying and Violence on 16 March 2012.
- The *Take a Stand Together* app was developed by the Safe and Supportive School Communities (SSSC) working party; a joint initiative of Australia's Commonwealth, State and Territory governments in collaboration with Catholic and Independent education authorities and responsible for the National Day of Action and associated activities.
- The SSSC is chaired by the DETE.
- In August 2011, the SSSC completed a market research project to better understand the user requirements of the SSSC owned and managed website, www.bullyingnoway.com.au.
- The development of an app was proposed to provide students with 'in hand' advice on how to manage potential bullying situations as a bystander and as a victim.

Minister's Office File Ref:	
Department File Ref:	12/320299

11. As this advice aligned with the recommendations from the 2011 QSAAV report it was agreed that the SSSC would develop an anti-bullying iPhone app. It was approved for production 29 September 2011 by the SSSC with support of the Australian Government.
12. The iPhone app was launched by Minister Garrett on the National Day of Action Against Bullying and Violence on 16 March 2012.
13. The iPhone app is targeted at Australian school students aged between 7 and 18 years with a specific focus on students aged 8 to 14. It includes facts about bullying, animated videos for students on strategies to deal with bullying and a get help function.
14. The videos include a cyber-bullying scenario (*I get bullied online*) and interactive multi-media for students to build their own avatars. **Attachment 1** contains screen shots from the iPhone app.

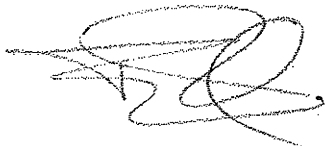
Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/320299

Recommendation

That the Minister **note** the contents of this brief in relation to the anti-bullying iPhone app.

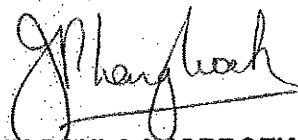
NOTED


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

10, 9, 12

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

12, 9, 12

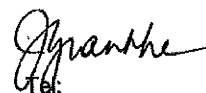
Minister's comments

Action Officer
 Anna Brazier
 Director
 State Schooling
 Implementation
 Tel: 70793

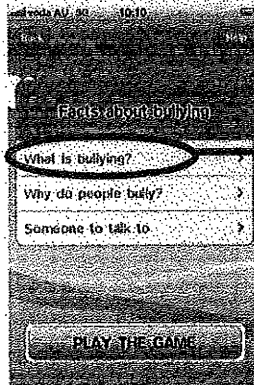
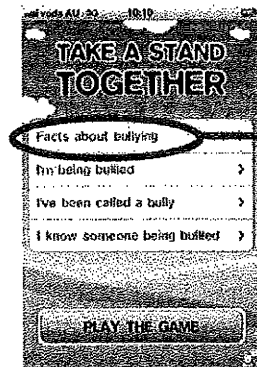
Endorsed by:
 ADG
 Mark Campling
 Education Queensland
 Tel: 32370121
 Mob: - Contrary to Public
 Date: 24/ 08/ 2012

Endorsed by:
 DDG
 Lyn McKenzie
 Education Queensland
 Tel: 32370619
 Mob:
 Date: 27 / 08 / 2012

Endorsed by:
 DG/CO/ASSDG


 Tel:
 Mob:
 Date: 30/ 8/ 12

Screen shots from the iPhone app

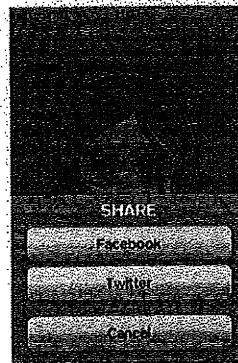
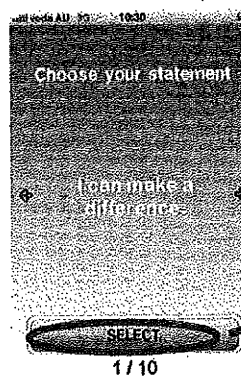
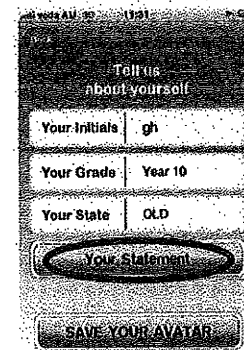
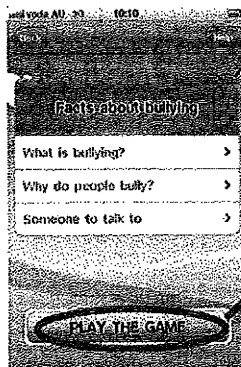


What is bullying?

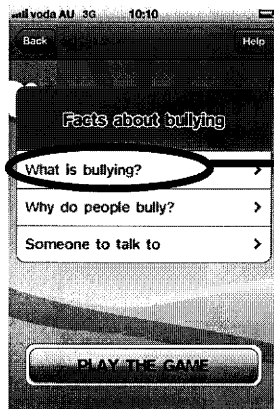
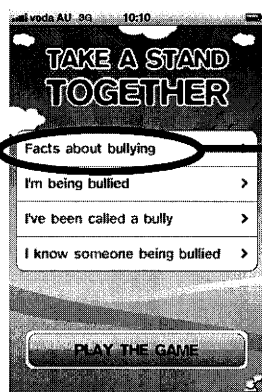
Bullying is when one student (or a group) keeps picking on another student to upset or hurt them.

They might hurt them physically, try to socially isolate them or say and do mean or humiliating things to them. Bullying can happen at school, after school and online.

Although it's not OK if someone behaves in a mean or aggressive way on one occasion, it isn't bullying. Conflicts or fights between equals and single incidents are not considered bullying. Bullies pick on other students again and again, not just once.



Screen shots from the iPhone app

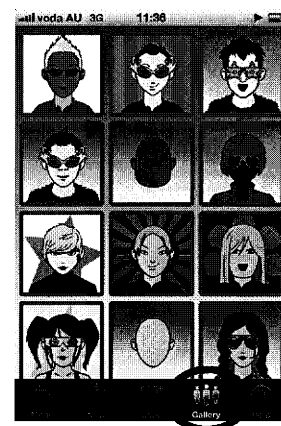
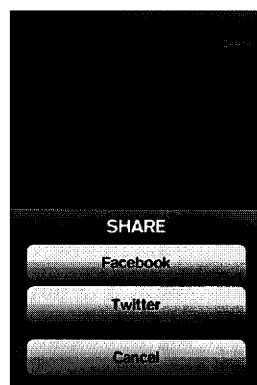
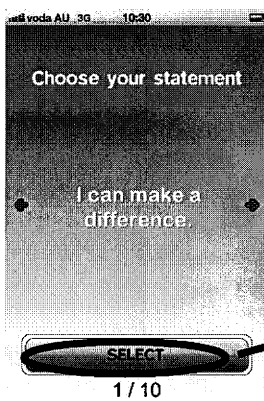
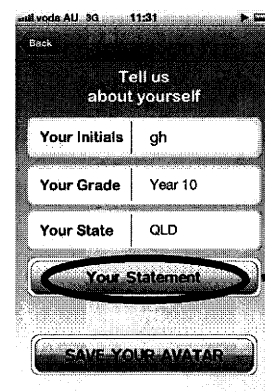
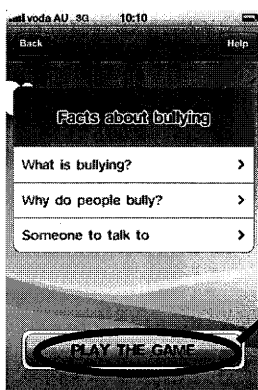


What is bullying?

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Minister's Office File Ref:	
Department File Ref:	12/437040

Briefing Note

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

Action required: For Approval

Action required by: 11/01/2013

Routine – To allow Independent Public Schools to undertake print media advertising as part of enacting recruitment strategies for workforce planning from 2013 school year.

SUBJECT: INDEPENDENT PUBLIC SCHOOLS ADVERTISING PROCESSES

Summary of key objectives

- An amendment to the current print media advertising process is sought on behalf of schools involved in the Independent Public Schools (IPS) initiative.
- The Minister's consideration and approval is sought prior to consideration by the Department of the Premier and Cabinet (DPC).

Key issues

1. DPC has implemented a new whole-of-Government arrangement for print media and advertising for all government vacancies.
2. The new process aligns to the Public Service Commission *Recruitment and Selection Directive* and a decision put in place regarding print media which is enacted by DPC.
3. The new process requires that all print media advertising for teaching and non-teaching vacancies, including those at the school level, are reviewed and approved by DPC prior to publication.
4. Additionally, a whole-of-government contract exists (Queensland Government Master Media arrangement) with a provider for print media.
5. The Department of Education, Training and Employment (DETE) is seeking amendment to the current process on behalf of schools involved in the IPS initiative.
6. Following consultation with representatives from the 26 IPS, it was determined that greater flexibility was required around advertising processes to attract and source staff.
7. To simplify the process, DETE proposes that IPS principals with the support of their School Council are granted in-principle approval to authorise advertising of vacancies through print media.
8. Vacancies above entry level will still be required to be advertised on the Smart Jobs and Careers website (www.jobs.qld.gov.au) as per the provisions of the *Recruitment and Selection Directive*, in addition to any print media.
9. A copy of all advertising will be progressed to DPC for information only.

Minister's Office File Ref:	
Department File Ref:	12/437040

Implications

10. By exempting IPS from the current processes, IPS will be able to implement a range of workforce attraction strategies including:

- identifying and sourcing applicants including those in hard-to-fill areas ie. regional, socioeconomic or subject;
- conducting local, regional or national promotional campaigns in addition to standard internet distribution; and
- developing and promoting unique and innovative partnerships with local businesses, universities and organisations to source staff.

Background

11. The IPS—a key election commitment of the Newman Government—provides IPS with greater autonomy to shape their strategic directions in a number of key areas including:

- using staffing flexibility to meet student needs;
- finance flexibility to improve the use of available resources;
- curriculum implementation and services;
- effective pedagogy and teaching practices;
- parent and community engagement and access to facilities; and
- improving local partnerships with community and industry.

12. The initiative is aimed at improving student outcomes.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/437040

Recommendation

That the Minister

Endorse an exemption from the current whole-of-Government advertising procedure for all IPS.

Sign the attached correspondence to the Department of the Premier and Cabinet requesting the change.

NOTED

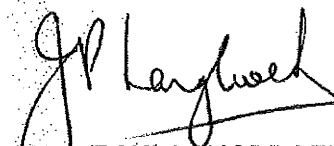


FIONA CRAWFORD
 Chief of Staff
 Office of the Hon John-Paul Langbroek MP
 Minister for Education, Training and
 Employment

24/12/12

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

4/1/13

Minister's comments

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Endorsed by: Executive Director	Endorsed by: ADG EQ	Endorsed by: ADG EQ	Endorsed by: ADG HR	Endorsed by: DDG EQ	Endorsed by: A/DG
Helen Lucas Education Queensland	Marg Pethiyagoda State Schooling Operations and Strategy	Mark Campling State Schooling Implementation	Craig Allen Human Resources	Lyn McKenzie Education Queensland	Annette Whitehead Department of Education, Training and Employment
Tel: 3237 0932	Tel: 3237 0157	Tel: 3237 0121	Tel: 3237 0604	Tel: 3237 0619	Tel: 3237 1077
Mob: - Contrary to Public Interest	Mob: - Contrary to Public Interest	Mob: - Contrary to Public Interest	Mob: - Contrary to Public Interest	Mob: - Contrary to Public Interest	Mob: - Contrary to Public Interest
Date: 22/11/12	Date: 26/11/12	Date: 27/11/12	Date: 28/11/12	Date: 11/12/12	Date: 11/12/12



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

Mr Jon Grayson
Director-General
Department of the Premier and Cabinet
PO Box 15185
CITY EAST QLD 4002

Dear Mr Grayson

I am writing regarding the new whole-of-government arrangement for print media and advertising for all government vacancies.

As you would be aware, the new process, which aligns to the Public Service Commission *Recruitment and Selection Directive*, requires all print media advertising for teaching and non-teaching vacancies be reviewed and approved by your department prior to publication.

Additionally, a Queensland Government Master Media arrangement has been enacted for the provision of all print media.

In considering the implementation of this new arrangement, the 26 schools involved in the Queensland Government's *Independent Public Schools* initiative identified a number of concerns in relation to the process and their administration and operational authority.

I am seeking your department's support for an amendment to the current print media advertising process — granting in-principle approval for all Independent Public Schools to authorise advertising of vacancies via print media.

Such an amendment will allow Independent Public Schools to implement a range of workforce attraction strategies including:

- identifying and sourcing applicants including those in hard-to-fill regional, socioeconomic or subject areas;
- conducting local, regional or national promotional campaigns in addition to standard internet advertising; and
- developing and promoting unique and innovative partnerships with local businesses, universities and organisations to source staff.

The *Independent Public Schools* initiative is a key election commitment of the Queensland Government and aims to provide greater autonomy for those schools involved to shape their strategic direction with a view to improving student outcomes.

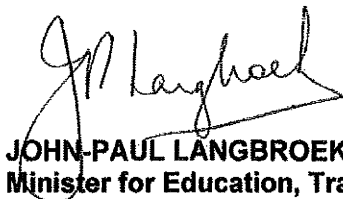
A copy of all advertising will be progressed to your department if required, for information only.

Vacancies above entry level will still follow the provisions of the *Recruitment and Selection Directive* and be advertised on the Smart Jobs and Careers website in addition to any print media.

I understand the State Government Advertising Unit is currently reviewing the whole-of-Government print media and advertising arrangement and this would provide an opportunity to progress this proposed amendment.

Should your officers wish to discuss this matter further, I invite them to contact Mrs Helen Lucas, Executive Director, Education Queensland, on telephone 3237 0932.

Yours sincerely



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

Ref: 12/463347

DOT POINT RESPONSE TO 12/403958 REGARDING EDUCATION LIAISON OFFICERS

EQ funded Education Liaison Officers in Arts Organisations

Organisation	Number of Education Liaison Officers (ELO)	Incumbent	Status	Finish Date
Opera Queensland	1	(b) - contrary to public interest	Seconded teacher	23 January 2013
Queensland Arts Council	1	(b) - contrary to public interest	Temporary employee	31 December 2012
Queensland Symphony Orchestra	0.6	(b) - contrary to public interest	Seconded teacher	23 January 2013
Queensland Theatre Company	1	(b) - contrary to public interest	Seconded teacher	23 January 2013
KITE Arts Education Program @ QPAC (KITE)	2	(3)(b) - contrary to public interest	Seconded teacher	23 January 2013
		(3)(b) - contrary to public interest	Temporary employee	31 December 2012
Total	5.6			

FOR IMMEDIATE ATTENTION
URGENT MINISTERIAL EVENT BRIEFING NOTE REQUEST

Requested by: Teash Hoppner, Senior Policy Officer, (3237 0600)

To: EQ
CCM

Subject: Assistant Minister to attend and officially close Fanfare 2012 Grand Final concert on behalf of Minister.

Event date: Thursday 2 August 2012

Date/time required: to zz Departmental Liaison Officer by as specified below

Today's date: Thursday 26 July 2012

The Assistant Minister has requested an Event Briefing Note, Function Profile and Speech:

EQ –

Prepare an Event Briefing Note and Function Profile (and VIP Guest list as noted in 12/141155)
– **DUE MESU 10AM MONDAY 30 JULY.**

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues (maximum of 5 dot points).
4. Prepare function profile and Run sheet

CCM –

Prepare speech – **DUE MO NOON TUESDAY 31 JULY.**

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officers to prepare an event brief (using the attached new template), speech and. Please contain your response underneath this request in TRIM.

Preparation instructions

- ① If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- ② **Please TRIM brief and any attachments to zz Departmental Liaison Officer, indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring this officer's attention to urgent documents.**
- ④ Any attachments should also be contained under this request and if necessary forwarded to Departmental Liaison Officer.
- ⑤ Please contact the requesting officer **prior to** the due date should you wish to seek an extension.

SUBJECT: FANFARE 2012 GRAND FINAL CONCERT

EVENT LOCATION: CONCERT HALL - QUEENSLAND PERFORMING ARTS CENTRE (QPAC)

DATE: Thursday, 2 August 2012 at 7pm

**HOST: Mr Mark Campling, Assistant Director-General, State Schooling Implementation
Education Queensland**

ELECTORATE: Statewide

1. BACKGROUND:

- Fanfare is Education Queensland's premier concert event for bands and orchestras from Queensland state schools.
- Fanfare was established in 1985 and has been held biennially since 1986.
- Over one hundred and sixty thousand students have participated in the Fanfare festival since 1985.
- In 2012, Fanfare received 738 nominations from 379 schools involving 19,800 students.
- In the alternate years to Fanfare, the Creative Generation Excellence Awards in Instrumental Music (MOST), the scholarship program for musically outstanding students, is held.

2. CURRICULUM INITIATIVES

Fanfare provides students who participate in the instrumental music program performance opportunities, as well as receiving a professional adjudication.

3. FUNDING

Fanfare has an annual budget of \$88,800.

4. CONTENTIOUS ISSUES

- On 19 July 2012 the Minister announced that Fanfare would no longer be funded by the Department of Education, Training and Employment.
- Media coverage has been high since the Minister made this announcement.
- The music community has established a Facebook page called *Save Fanfare and MOST*, which contains comment from members about possible protest threats outside Parliament House and at the Fanfare 2012 Grand Final Concert at QPAC on 2 August 2012.
- The future of the MOST program is also being discussed on the Facebook page.
- The Minister has not announced whether the MOST program will continue but many believe it has been cancelled.
- On 25 July 2012, the Minister announced that Fanfare 2014 will continue, if corporate sponsorship was secured.

Action Officer

Noted by:

Noted by:

Noted by:

Noted by:

Anne Roylance
SEO

Director: Anna
Brazier

Ex Director: Tracey
Walker:

ADG:Mark Campling

DDG: Becky Walsh on
behalf of
Lyn McKenzie
Branch: Education
Queensland

Branch:
State Schooling
Implementation
Tel: 3237 1301
Date brief completed
by Action Officer:
23/07/2012

Branch: State
Schooling
Implementation
Tel:3237 0793 |
Date: 26 / 7 / 12

Corporate
Communications and
Marketing
Tel: 3237 0474
Date: 26 / 7 / 12

Branch: State
Schooling
Implementation
Tel: 3237 0121
Date: 27/07/12

Tel: 3237 0619
Date: 27/07/12

Portfolio	Title	First	RSVP	Surname	Position	Organisation	Email
Arts Industry	Professor	9 of the RTI Act - Disclosure would, on balance, be contra			Head of School	School of Music, University of Queensland	s.47(3)(b) - Contrary to Public Interest
Education	Mr				Principal	Yeppoon State High School	
Education	Ms				Director	State Schooling Implementation	
	Mr and Mrs				Parents of [REDACTED]		
Education	Ms				Director, Indigenous VET Initiatives	Level 6, Education House, Department of Education and Training	
Arts Industry	Ms						
Education	Ms				Coordinator of Education News	APN Australian Publishing	
Ministerial	Mrs				Assistant Minister for Natural Resources and Mines	Pumicestone	
Education	Mr				Executive Principal	Brisbane State High School	
Arts Industry	Mr				Head of Open Conservatorium	Queensland Conservatorium of Music	
Education	Ms				Director	State Schooling Implementation	
Education	Mrs				Principal	Banksia Beach State School	
Education	Ms				State President	Queensland Council of Parents and Citizens' Associations	
Education	Mr				Conductor	Varsity College	
Arts Industry	Ms						
Arts Industry	Ms				Lecturer	Queensland Conservatorium of Music	
Arts Industry	Mr				Fanfare Adjudicator		
Education	Mr				Principal	Pimlico State High School	
Education	Ms				ADG	Operations and Governance	
Education	Mr				Regional Director	Metropolitan	
Education	Ms				Conductor	Brisbane State High School	
Arts Industry	Ms				Director	Prestige Music	
Arts Industry	Dr				Fanfare Adjudicator		
CCM	Ms				Program Manager	Creative Generations Onstage	
	Ms				ELO	DETE	
	Ms					DETE	

FUNCTION PROTOCOL FORM (SHORT)
Minister John-Paul Langbroek MP
Minister for Education, Training and Employment

NAME OF ORGANISATION	Education Queensland
PURPOSE OF FUNCTION	Fanfare 2012 Grand Final Concert
TIME / DATE OF FUNCTION	7pm – 10pm on Thursday 2 August 2012
VENUE AND ADDRESS	Queensland Performing Arts Centre (QPAC) Grey St, South Bank
MINISTER'S ROLE <i>(ie speech, present awards, etc)</i>	To close Fanfare 2012
OTHER DIGNITARIES ATTENDING	TBA
LATEST ARRIVAL TIME	6:55 pm
EARLIEST DEPARTURE TIME	10:00 pm
DRESS REQUIREMENT	Business
CAR PARKING ARRANGEMENTS <i>(To assist the Minister's driver please provide as much detail as possible.)</i>	A car park beneath QPAC will be made available. Drive to the Grey St entrance of stage door tunnel at QPAC. Stop at the red and white boom gate, which is located at the beginning of this tunnel on the right hand side. Press the intercom and give your name to security. They will provide you with a bay number to park your car in. Once you have parked your car, proceed to the lifts and up to Stage Door level where you will met and taken to your seat.
ENTRANCE AT WHICH THE MINISTER SHOULD ARRIVE	Stage Door
MINISTER WILL BE MET BY	Mike Tyler/Anne Roylance
EMERGENCY CONTACT FOR THIS EVENT	Anne Roylance Wk: 3237 1301
MOBILE	Mobile : (3)(b) - contrary to public inte
EMAIL	Anne.roylance@dete.qld.gov.au

AUDIENCE PROFILE	Invited guests drawn from government, education, the arts and the wider community. The audience will also include school supporters, families and the general public.
NO. OF PEOPLE ATTENDING	1,200 (approx.)
MEDIA ATTENDING	See attached RSVP list RSVP's do not close until 27/07/12
ACKNOWLEDGEMENTS	TBA
THANKS	TBA

OTHER IMPORTANT NOTES	
ACCOMPANYING THE MINISTER	Please assume that the Minister will be accompanied by an advisor, unless otherwise advised.
ACKNOWLEDGEMENT GIFTS	Please note that unless it is a cultural exchange, the Minister would prefer any acknowledgement gifts to be donated to charity or used to help fundraise.

Event:	<i>Assistant Minister to represent Minister for Education, Training and Employment at the Fanfare 2012 Grand Final Concert</i>
DET Initiative:	<i>Fanfare</i>
Location:	Concert Hall Queensland Performing Arts Centre
Time:	<i>7pm, Thursday 2 August 2012</i>
Audience:	<i>School supporters, families, the general public</i>

Acknowledgements: Anne Roylance 3237 1301	
*I would like to acknowledge the Traditional Owners of the land on which we meet	
* s 47(3)(b) - contrary to public interest	– parents of the late
* s 47(3)(b) - contrary to public interest	– brother of the late
* Sections 47(3)(b) and 49 of the RTI Act - Disclosure would, on balance, be contrary to the public interest	-
Fanfare 2012 Grand Final adjudicators	
* Principals, teachers, parents, students and music lovers	

*** A full list of VIP guests, including MPs, will be provided by Tuesday 31 July 2012**

SPEECH

- Good evening everyone and thank you for your warm welcome.
- It's a pleasure to be here this evening representing Education Minister John-Paul Langbroek at this very special event.
- Minister Langbroek sends his apologies for not being able to attend this evening and his best wishes for what has clearly been a very successful Grand Final Concert.
- It really is a pleasure and a privilege to be here at the Queensland Performing Arts Centre Concert Hall to hear some of our state's most talented young musicians perform.
- To tonight's finalists can I say, from your performances tonight, it's easy to see why you're among the best state school bands and orchestras in Queensland.
- You have risen to the top in a program involving some 19,800 students from 378 state schools.
- My congratulations go to each of you, and to your teachers.

- It takes many years of hard work and commitment to be able to perform at this standard.
- Well done.
- Congratulations also to the six other ensembles that performed in the Fanfare 2012 State Finals over the past few days.
- To be among the 11 ensembles out of 739 bands and orchestras from across the state to reach the State Finals is an incredible achievement.
- Fanfare is a wonderful program that showcases the depth and strength of the instrumental music programs in our state schools.
- And it's a program that clearly has an amazing level of support in the wider community.
- The State Government decided to stop funding Fanfare as part of its cost-cutting measures to bring Queensland's budget situation under control.
- After an overwhelming response from the community wanting Fanfare to be saved, we are now looking at continuing this program under a public-private partnership arrangement.

- If we can arrange the appropriate sponsorship, Fanfare will return bigger and better than ever in 2014.
- After listening to the performances here tonight I certainly hope we can make this happen.
- We are, after all, nurturing the musicians and music lovers of the future.
- I must also take this opportunity to congratulate the dedicated, passionate and talented music teachers who deliver our highly regarded instrumental music program in state schools across Queensland.
- Their commitment and experience is what drives the musical ensembles like the five wonderful bands and orchestras here tonight.
- So it's fitting that the trophy for tonight's most outstanding performance is named in honour of former Queensland music teacher – the contrary to pu
s 47(3)(b) - contrary to public interest
- b) - contrary to public family is here with us tonight. Thank you
s 47(3)(b) - contrary to public interest for joining us
for another Fanfare Grand Final Concert.
- I'm sure you're all waiting eagerly to find out which ensemble will take home the - contrary to publi
3)(b) - contrary to public int Memorial Trophy.

- Our panel of esteemed adjudicators – [redacted]
[redacted] – will let you know of their decision in just a few minutes.
- Before I go I'd like to again congratulate everyone involved in Fanfare 2012 – the student musicians, their families, and the dedicated music teachers who work tirelessly to bring these ensembles to life.
- You truly do represent the best of what Queensland's state school instrumental music programs have to offer.
- Thank you

Written by:

Lisa Gilby, CCM 3225 2492

Approvals:

Anne Roylance, Fanfare coordinator, 3237 1301

Anna Brazier, Director Teaching and Learning, 3237 0793

Mark Campling, ADG State Schooling Implementation, 3237 0121

DRAFT MEDIA STATEMENT

Note – The names of the five ensembles added in paragraph 7.

STATE'S BEST PERFORM AT FANFARE GRAND FINAL CONCERT TONIGHT

Five of Queensland's most talented and exciting state school musical ensembles will perform at the Queensland Performing Arts Centre's Concert Hall tonight in the Fanfare 2012 Grand Final Concert.

Education Minister John-Paul Langbroek said the biennial Fanfare instrumental music festival showcased the talent and dedication of Queensland's state school musicians and their teachers.

"Tonight's Fanfare Grand Final Concert is the culmination of a three month program of regional Fanfare festivals across the state," Mr Langbroek said.

"More than 19,800 student musicians have participated in Fanfare this year, with 739 bands and orchestras representing 378 schools from across the state.

"Winners from 11 regional Fanfare festivals have been in Brisbane this week performing in the Fanfare State Finals at the Old Museum.

"The five ensembles performing tonight were selected from among these 11 bands and orchestras.

"They are Varsity College Chamber Strings, Pimlico State High School Symphony Orchestra, Brisbane State High School Symphonic Orchestra, Brisbane State High School Symphony Orchestra and Yeppoon State High School Concert Band.

"These incredibly talented young musicians represent the best of what Queensland's highly regarded state school instrumental music program has to offer in 2012."

Mr Langbroek said the future of Fanfare was looking more certain thanks to an amazing level of support from the wider community.

"The State Government had decided to stop funding Fanfare as part of its cost-cutting measures to bring Queensland's budget situation under control," Mr Langbroek said.

"There was an overwhelming response from the community wanting Fanfare to be saved so we are now looking at continuing this program under a public-private partnership arrangement.

"If we can arrange the appropriate sponsorship, Fanfare will return bigger and better than ever in 2014.

"We're working hard with the support of Australian jazz music legend James Morrison to make this happen."

The Fanfare 2012 Grand Final Concert is being held at the QPAC Concert Hall tonight at 7pm.

Individuals or organisations interested in sponsoring Fanfare can visit www.education.qld.gov.au, phone 3237 1364 or email partnerships@det.qld.gov.au.

Media contact: 3237 1000

2 August 2012

Written by:

Lisa Gilby, CCM 3225 2492

Approvals:

Anne Roylance, Fanfare coordinator, 3237 1301

Anna Brazier, Director Teaching and Learning, 3237 0793

Mark Campling, ADG State Schooling Implementation, 3237 0121

DRAFT MEDIA STATEMENT

STATE'S BEST OFFER STELLAR PERFORMANCES AT FANFARE GRAND FINAL

Education Minister John-Paul Langbroek has congratulated the Brisbane State High School Symphonic Band and Erica Brindley Memorial Trophy winner, as well as the four other finalists, for putting on a stellar performance at the Fanfare 2012 Grand Final Concert last night.

Mr Langbroek said the Varsity College Chamber String Ensemble, Pimlico State High School Symphony Orchestra, Brisbane State High School Symphonic Band, Brisbane State High School Symphony Orchestra and Yeppoon State High School Concert Band had been selected from 11 state finalists to perform at QPAC's Concert Hall last night.

"I'd like to congratulate all of these ensembles for rising to the top of the Fanfare 2012 instrumental music festival program," Mr Langbroek said.

"These very talented young musicians were among more than 19,800 state school students to participate in Fanfare this year.

"In total there were 739 bands from 378 schools across Queensland.

"So to make it to the top five ensembles and perform in front of a huge audience at QPAC is a fantastic achievement.

"These incredibly talented young musicians represent the best of what Queensland's highly regarded state school instrumental music program has to offer in 2012."

Mr Langbroek offered his special congratulations to the Brisbane State High School Symphonic Band for receiving the Erica Brindley Memorial Trophy for Fanfare 2012.

"This band was selected by the adjudicators for delivering the most outstanding performance at the Grand Final Concert last night.

"These young musicians, their teachers, parents and fellow students at Brisbane State High School should feel very proud of this achievement."

Mr Langbroek said the future of Fanfare was secure for the next two years following a sponsorship offer from international venue management company AEG Ogden.

"This company has offered \$150,000 over two years to sponsor MOST in 2013 and the Fanfare music festival program in 2014," Mr Langbroek said.

"I'm delighted to see this popular program continue through a public, private partnership, with the Department to provide the coordination and administration of the events and AEG Ogden contributing the necessary funding.

"AEG Ogden will also host Fanfare at its venues, which include the Brisbane and Cairns Convention Centres, Suncorp Stadium, and the Brisbane Entertainment Centre."

Media contact: 3237 1000

3 August 2012

Written by:

Lisa Gilby, CCM 3225 2492

Approvals:

Mike Tyler, Fanfare coordination, 3237 0428

Anna Brazier, Director Teaching and Learning, 3237 0793

Mark Campling, ADG State Schooling Implementation, 3237 0121

URGENT MINISTER MEETING BRIEF REQUEST

Requested by: Departmental Liaison Officer (3006 4614)

To: EDUCATION QUEENSLAND

Subject: MINISTER AND ASSISTANT MINISTER TO MEET WITH ICPA ON THURSDAY 8 NOVEMBER 2012

Date/time required: 3PM TUESDAY 6 NOVEMBER 2012

Today's date: Wednesday, 16 January 2013

The Minister and Assistant Minister is meeting with ICPA on Thursday 8 November 2012 at 9.30am. The Minister's office has requested a Briefing Note to support his meeting. Please note 12/412854 for the agenda.

Education Queensland to lead with input from other areas to address the agenda topics.

Please forward to DLO zz Departmental Liaison Officer by 3pm Tuesday 6 November 2012.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised-or may exist-regarding the meeting subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

When a departmental representative is requested to attend, please ensure they have noted the appointment in diary for attendance. Please also advise the requesting officer of the rep and indicate in the briefing and in TRIM notes.

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officer to prepare IBN.

Preparation instructions

- If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- Please TRIM brief and any attachments to zz *Departmental Liaison Officer* indicating in the TRIM notes that it has been approved by the appropriate officers.
- Any attachments and/or correspondence prepared for Ministerial signature should also be contained under this request and forwarded with request to zz *Departmental Liaison Officer*.

PLEASE NOTE – the brief must progress from the DLO to the DG for approval prior to meeting the MO deadline.

Minister's Office File Ref:	
Department File Ref:	12/413604

Briefing Note

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

Action required: For Noting

Action required by: N/A

Urgent – To support the Minister and Assistant Minister's meeting with Isolated Children's Parents' Association (ICPA) on 8 November 2012

SUBJECT: MEETING WITH ICPA ON THURSDAY 8 NOVEMBER 2012

Summary of key objectives The meeting presents an opportunity to discuss a number of ongoing issues or concerns raised by ICPA.

Key issues

1. The agenda submitted by ICPA for possible discussion with the Minister and Assistant Minister is provided as **Attachment 1**.
2. The Department of Education, Training and Employment's (DETE) response to the agenda items is provided below.

C2C – Writing Hub

- C2C materials are developed and released to schools initially in draft form on the Departmental OnePortal intranet and reviewed in light of feedback before release in OneSchool. The Department welcomes constructive feedback about any C2C materials.
- In addition to school, year level and classroom planning, C2C provides independent Learning Materials (previously known as "Level 4") to support the delivery of Australian Curriculum in the mode of Distance Education. C2C is a resource for teachers and home tutors and learning materials for students of distance education. The Independent Learning Materials are being refined through a comprehensive process of consultation and review to be more responsive to the needs of distance education teachers, home tutors, and independent learners. They are also available to teachers in mainstream schools.
- Additional writers have been employed since the beginning of Term 2, 2012 to ensure that the writing of materials continues at a rate that is acceptable to meet deadlines for use by distance education teachers, tutors, students and teachers in mainstream schools.
- In response to feedback, the curriculum hub based at the Brisbane School of Distance Education now holds teleconferences and/or meetings to support home tutors and teachers. The C2C distance education materials:
 - have been made available on USB stick (the Mi-Stick); in hardcopy; and via an online course through the Learning Place
 - now include guide sheets to support teachers and home tutors with the 'new' language of the Australian Curriculum, step-by-step instructions (written in user-friendly language) and answer sheets to model appropriate student responses
 - now identify core and non-core activities to enable delivery of the required content within a given timeframe.

Minister's Office File Ref:	
Department File Ref:	12/413604

- Home tutors and parent groups have responded positively to this additional support as well as the success of the parent reference group. Feedback from the reference group will inform future development of student learning materials.
- A distance education parent and teacher reference group forum was conducted 15–16 October 2012. Over 60 participants attended from across Queensland and another 30 have been providing feedback through an online learning platform. This forum was very successful and has been well received by the parent groups.

Reference Group: Terms of Reference

- There were no terms of reference for the Reference Group.
- ICPA was given the opportunity to view the C2C materials and provide feedback.
- ICPA provided the Department with draft terms of reference which were not accepted.

Gonski Review: Examination of distance education costs & consultation with State departments

- The Department has been involved in extensive consultation over the past 2–3 years as part of the Australian Review of Funding for Schooling (Gonski Review).
- National discussions around the proposed funding model and related reforms are being jointly led by the Prime Minister and Commonwealth Education Minister.
- The Prime Minister has publicly announced some elements of a National School Improvement Plan which will be linked to the proposed funding model. Further details are expected to be announced as part of an Australian Education Bill to be tabled over the coming months.
- The Department is currently undertaking analysis to better understand the effects of the proposed national funding model at the school level.
- The current version of the proposed national funding model has been designed to address traditional school types (primary, secondary and combined schools). Discussions are ongoing as to how schools of distance education may be catered for within the model.

Gonski Review: Distance education families access to NBN Interim satellite service

- The Commonwealth Department of Broadband, Communications and the Digital Economy has responsibility for NBN interim satellite service. This service is being provided through NBN Co Ltd and has initially targeted those customers without access to a commercial metro-comparable broadband service. More information can be found at <http://nbnco.com.au/getting-connected/home-and-business/connect-interim-satellite.html>
- In May 2012, Minister Langbroek wrote to Senator Conroy regarding the Extension of Eligibility Criteria for the NBN Interim Satellite Solution to include education facilities.
- A prioritised list of Queensland education facilities identified as likely to be eligible for an Interim Satellite Service was provided. The highest priority was allocated to those schools for which a satellite service is the only option available. Priorities 2 and 3 have been allocated to those schools identified as not being in 3G or 4G 'hand held' areas and not having access to 'wired' services.

Gonski Review: Need for regional Schools of Distance Education (SDEs) to remain to support geographically isolated families

- If the issue is educational support then the origin of that support need not be an issue of geography.

Minister's Office File Ref:	
Department File Ref:	12/413604

- When fully implemented the Department's *Health and Wellbeing Framework* will provide a deeper appreciation and ability to support students regardless of where they receive lessons.
- Queensland students who undertake a broad range of subjects are supported through different SDEs regardless of where they live.
- Teachers and support staff located in the Department's seven SDEs do develop an appreciation and affinity for the personal circumstances of their students, as do all teachers.
- Currently, the location of many SDEs allows teachers and support staff a greater appreciation of a geographically isolated lifestyle.

Telephone Services: Future of services for rural and remote families

- The Commonwealth Department of Broadband, Communications and the Digital Economy has responsibility for telephone services for rural and remote families. DETE has no involvement in, nor information regarding the future of telephone services for rural and remote families, other than the information that is available online at <http://www.tusma.gov.au/>.

Small Schools: Procedures for closures

- The Department currently has no procedure in place to assess the viability of Queensland state schools or to make recommendations to the Minister regarding proposed school closures.
- The previous procedure — Assessment, Closure or Mothballing of Unviable State Schools — was suspended in 2010 at the request of the former Minister for Education following a large amount of negative feedback about the process from education stakeholders, including ICPA.
- In 2011, a Working Party — chaired by the Director-General, and consisting of representatives from ICPA and other key stakeholder groups — developed a draft School Sustainability procedure to replace the previous procedure, but it was not approved by the previous Education Minister prior to the state election in March 2012.
- Any future School Viability Assessment procedure would include a requirement to consult with school communities prior to any closure taking place, in line with the *Education (General Provisions) Act 2006*.
- The Department is currently considering various policy options to re-establish a process for assessing the viability of Queensland state schools and making recommendations to the Minister about any proposed school closures.

Implications

3. There are no implications.

Background

4. The issues raised for this meeting are similar to motions put forward by the various ICPA Branches and discussed at their annual conference in September.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/413604

Recommendation

That the Minister

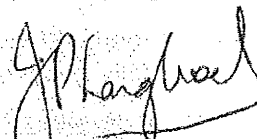
Note the information provided in this brief to support his meeting with ICPA on 8 November 2012.

NOTED


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

7, 11, 12

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

9, 11, 12

Minister's comments

APPROVED/NOT APPROVED
ENDORSED/NOTED

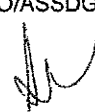
SAXON RICE MP
 Assistant Minister for Technical and Further Education

Assistant Minister's comments

Action Officer
 Joan Braun
 Senior Executive Officer
 Education Queensland
 Tel: 3237 0849

Endorsed by:
 ADG
 Marg Pethiyagoda
 Education Queensland
 Tel: 3237 0157
 Mob:
 Date: 6/12/12

Endorsed by:
 DDG/CO/ASSDG
 Lyn McKenzie
 Education Queensland
 Tel: 323 70619
 Mob:
 Date: 7/12/12

Endorsed by:
 DG/CO/ASSDG

 Tel:
 Mob:
 Date: 7/11/12



Isolated Children's Parents' Association Qld Inc

Attendees: Minister Langbroek, Ass Minister Saxon Rice, [redacted] (President), [redacted] (Vice President), [redacted] (Vice President), [redacted] (Secretary), [redacted]

Time: 9.30am Thursday 8th November 2012

Place: 30 Mary Street, Brisbane

Leader: [redacted]

Scribe: [redacted]

Agenda: **Distance Education**

C2C

Writing Hub Funding for:-

- Quality Assurance
- Completion of Level 4 to suitable standard (for non teacher-trained home tutor)
- More quality curriculum writers for timely development, proofreading, trialing, respond to feedback, updates, improvements.

Reference Group

- Terms of Reference

Gonski Review

- Failed to examine Distance Education costs.
- Information that consultation was being done by Minister Garrett's office with State departments.
- Access for D.E. families to an NBN Interim satellite service
- Need for regional SDE's to remain to support GI families

Telephone Services

- Future of telephone services for rural and remote families

Small Schools

- Procedures for small school closures

Minister's Office File Ref:	
Department File Ref:	12/210299

Briefing Note

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

Action required: For Approval

Action required by: ASAP

Urgent – Approval is required to progress this election commitment

SUBJECT: STRENGTHENING QUEENSLAND FAMILIES – PROTECTING OUR CHILDREN

Summary of key objectives

- To provide background on the three options proposed for the expenditure of funding for the Strengthening Queensland Families – Protecting our Children election commitment.
- Ministerial approval is sought to expend funding on the development and implementation of the Daniel Morcombe Child Safety Curriculum (the Curriculum), which provides students with the knowledge and skills to protect themselves and keep themselves safe (Option 1) or advise on a way forward.

Key Issues

1. In September 2011, the former Government announced a partnership with the Daniel Morcombe Foundation to deliver a four point child safety package, which included development of a child safety curriculum package targeted at Prep to Year 9 students.
2. The Department of Education, Training and Employment was not allocated a budget for the development of the child safety curriculum package. To date, development has been occurring from within existing resources.
3. Three options are proposed for consideration for expenditure of \$1 million over four years to arm children with the knowledge to protect themselves and to report suspected sexual assault and child abuse.

Option 1 (Recommended): The Daniel Morcombe Child Safety Curriculum

- The Curriculum aims to develop students' knowledge and skills in recognising, reacting and reporting when they are unsafe or find themselves in harm's way which aligns with the Government's intention of arming children with the knowledge to protect themselves and to report suspected sexual assault and child abuse.
- It is targeted at Prep to Year 9 students in state and non-state schools and is aligned with the Queensland Studies Authority (QSA) Early Years Guidelines and the Queensland Curriculum, Assessment and Reporting Framework (QCAR) Health and Physical Education (HPE) Essential Learnings. It consists of classroom lessons across the three phases of learning: Prep to Year 2, Years 3 to 6 and Years 7 to 9.
- The Curriculum is already under development and has strong support from key stakeholders involved in child abuse prevention.

Minister's Office File Ref:	
Department File Ref:	12/210299

- It is proposed that dedicated funding to the project would allow the current phase groupings (Prep–2, Years 3–6 and Years 7–9) of the Daniel Morcombe Child Safety Curriculum be expanded to provide teachers with lessons plans and materials for every year level (Prep–Year 9) to align with the Australian HPE curriculum, provide for the development of vodcasts, case studies to highlight best practice, 'train the trainer' workshops across education regions to further assist teachers with implementation, and enable a rigorous evaluation of the curriculum which fulfils best practice recommendations.

Option 2: Education Queensland partner with the Queensland Police Service (QPS)

- This option proposes to develop a strategy to implement, evaluate and enhance the Safe Start: Protective Behaviours for Children and the Safe T: Protective Behaviours for Young People programs for delivery by teachers and QPS personnel including School Based Police Officers, Adopt-a-Cops, Crime Prevention Practitioners and Child Protection and Investigation Unit personnel.
- QPS is currently implementing the Safe Start: Protective Behaviours for Children and the Safe T: Protective Behaviours for Young People programs. The programs involve classroom presentations for children and young people and community presentations for their parents/carers and teachers. The programs provide both children and adults with information on the risks of victimisation and training in safety and resistance skills. The programs align with current evidence on 'best practice'. Further enhancement of the Safe Start and Safe T programs would result in programs with greater potential.

Option 3: Education Queensland partner with an external provider

- This option proposes that the Department partner with an organisation that is currently involved in the delivery of child sexual abuse prevention messages to expand or adapt their existing resources to enable utilisation by teachers in schools. Possible partners could include but are not limited to:

Protective Behaviours (PB) Inc.– The Protective Behaviours program was developed by Peg Flandreau West in America in the mid 1980s and is still delivered across Australian States and Territories to children and the broader community. Protective Behaviours (WA) have more recently developed the *Holding Hands* resource for primary schools for teaching Protective Behaviour messages to Years K – 6.

Bravehearts– the developers of *Ditto's Keep Safe Adventure* education program aimed at 5 – 8 year olds is a live personal safety performance featuring the mascot lion Ditto presented as a 30 minute session to school audiences.

Family Planning Queensland – are primarily involved in the delivery of age appropriate sexuality education in primary and secondary schools which incorporates anatomical naming of private body parts and safety messages in respect of sexual abuse. They also provide school based professional development for teachers to assist teachers feel comfortable and confident with the delivery of sexuality content.

Daniel Morcombe Foundation – The foundation continues to develop safety resources including the *Foundation Red* child safety DVD, *Help Me* mobile phone safety application and *Kids Rights - No Strings Attached* puppet performance (film) for children and young people.

Minister's Office File Ref:	
Department File Ref:	12/210299

4. Education Queensland considers Option 1 to be the preferred option as evidence based research suggests that effective safety education is:
- integrated into the school curriculum rather than being presented as a one-off or a standalone program
 - comprehensive and consistent
 - developmentally and age appropriate
 - able to be adjusted to meet the individual needs and capabilities of students.
- Option 1 also allows for all Queensland students in both state and non-state schools to participate in the education which cannot be guaranteed by external providers.

Implications

5. There are a number of external providers such as those described in Option 3 that provide personal safety education programs and resources, who may also have an interest in additional funding.

Background

6. One of the Queensland Government's election commitments is to help protect at risk Queensland families and their children.
7. Strengthening Queensland Families – Protecting our Children is part of this commitment and includes a total of \$1 million over four years.
8. Of these funds, the state schooling sector receives \$885,000, with \$115,000 being allocated via basket nexus, to satisfy this election commitment in non-state schools.
9. The Daniel Morcombe Child Safety curriculum is being developed for the state and non-state school sectors through a working partnership between the Department of Education, Training and Employment (DETE) and the Daniel Morcombe Foundation.
10. The working group consists of Queensland child safety ambassadors Mr Bruce and Mrs Denise Morcombe, Ms Julie Grantham, Director-General DETE (chair), DETE officers; Ms Elizabeth Fraser, Commissioner for Children and Young People and Child Guardian; and representatives from the Queensland Police Service and the Department of Communities, Child Safety and Disability Services.
11. A network of renowned experts involved in researching child abuse and its prevention are also providing feedback on the curriculum materials being developed.
12. Consultation has also occurred with the non-state schooling sectors (Queensland Catholic Education Commission and Independent Schools Queensland), and stakeholders including the Queensland Teachers Union, the Queensland Council of Parents and Citizens' Association, the Queensland Association of State School Principals, the Isolated Children's Parents' Association, the School of Distance Education and the Queensland Secondary Principals Association.
13. The non-state sector is able to adopt the curriculum and access support materials.

Right to Information

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

Minister's Office File Ref:	
Department File Ref:	12/210299

Recommendation

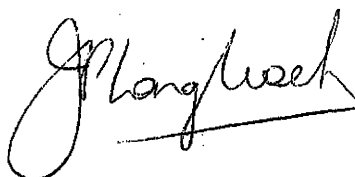
That the Minister **approve** Option 1 to expend funding on the development and implementation of the Daniel Morcombe Child Safety Curriculum, which provides students with the knowledge and skills to protect themselves and keep themselves safe; **or advise** on a way forward.

NOTED


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

15/8/12
☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

20/8/12

Minister's comments

Wm to media team phase ✓ 21/8-12

Action Officer
Brett O'Connor
Director
Child Safety
Tel: 323 70919

26/7/12

Endorsed by:
ADG
MargPethiyagoda
Education Queensland
Tel: 70157
Mob:
Date: 30/07/12

Endorsed by:
DDG
Lyn McKenzie
Education Queensland
Tel: 70619
Mob:
Date: 6/8/12

Endorsed by:
DG
Julie Grantham
Sighted and signed
Tel: 71070
Mob:
Date: 13/08/2012

Pages 58 through 65 redacted for the following reasons:

s 47(3)(a) and s 48 of the RTI Act - Schedule 3, section 2(1) (Cabinet information)

Minister's Office File Ref:	
Department File Ref:	12/346535

Briefing Note

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

Action required: For Approval

Action required by: As soon as possible – to ensure further work to be done regarding a Queensland Government policy position for the study of languages in State schools.

SUBJECT: TEACHING OF LANGUAGES IN STATE SCHOOLS

Summary of key objectives

- To inform the Minister about the Department's Mandatory Languages policy and the associated impacts on schools and students in addition to community views; and
- Seek approval for progressing of development a Queensland Government policy regarding the provision of language studies in State schools.

Key issues

1. Learning another language is part of equipping young people to participate successfully in an increasingly globalised world economy. The benefits of studying a language are outlined in **Attachment 1**.

Current provision of Languages in Education Queensland schools

2. In 2010 the then Minister for Education and Training undertook to restore the study of Languages Other Than English (LOTE) as mandatory for state school students in Years 6, 7 and 8 by 2012.
3. Information on current provision of Languages in Education Queensland (EQ) schools P-12, including exemptions, is provided in **Attachment 2**.
4. In 2011, 63 EQ schools chose to offer Languages from Year 1.
5. Some schools that currently allocate time for Languages provide programs which emphasise cultural content rather than language proficiency.
6. Through correspondence from parents and community members, the Department understands that:
 - Some school communities do not support the teaching of Languages in school; and may not see Languages as relevant to the community.
 - Not all parents support Languages study for their children, particularly so when their child needs to improve literacy, numeracy or overall academic performance.
 - Some students would prefer to focus on other subject areas in which they have particular talents.
7. In 2011, the number of EQ students enrolled in Year 12 (Feb, 2011) was 30,645. The number of EQ students who completed a year 12 Language was 1,770.
8. Provision of languages is dependent on the availability of teachers with adequate language proficiency and effective teaching practice. This is a particular constraint in rural areas.

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Department File Ref:	12/348635

Steps taken to staff the mandatory provision of Languages in Years 6 to 8 are outlined in **Attachment 3**.

9. Language immersion programs have been offered in Queensland since 1994. These programs deliver up to 60% of the whole curriculum in another language. They result in high retention rates but are limited to a small number of schools. In 2013, 10 programs will be state-funded. Further information about these programs are provided in **Attachment 4**.

Other states

10. Only the Australian Capital Territory and Queensland have a significant degree of mandation regarding the teaching of Languages in schools. New South Wales requires 100 hours over one continuous 12 month period between Years 7–10, and preferably in Years 7–8.
11. Further information is provided in **Attachment 5**.

Australian Curriculum

12. Languages is a learning area in the Australian Curriculum F (Prep) – 12; as specified in the *Melbourne Declaration on Educational Goals for Young Australians* Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) 2008.
13. The *Australian Curriculum: Languages* are scheduled for release by the end of 2013. (Further information is provided in **Attachment 6**).
14. There are a number of considerations regarding Queensland's implementation of the *Australian Curriculum: Languages*, including:
 - the date for Queensland's implementation which is currently being finalised and is unlikely to commence prior to 2015 or 2016;
 - the continuation of mandation for EQ schools; and
 - the years of schooling in which Languages will be offered in EQ schools. The Australian Curriculum, Assessment and Reporting Authority (ACARA) notes that the organisation of the Australian Curriculum content "does not preclude schools and school authorities aggregating curriculum content across years". (*Curriculum Design Paper v3.0* ACARA March 2012 4.3 iii).

Reviewing current Queensland policy

15. With the introduction of the Australian Curriculum, a review of the current Queensland policy *Mandatory Languages in Years 6, 7 and 8 — Information for schools* is appropriate.
16. One consideration is the entry point for study of Languages:
 - A focus on Prep–Year 6 languages provision is not recommended for reasons outlined in **Attachment 7**.
 - The Australian Curriculum places considerable demands on overall curriculum time. Commencing Languages in Year 7 would allow for efficient focusing of curriculum time in Junior Secondary. Consequently, in Prep – Year 6 it would allow more time for schools to focus on EQ core priorities as stated in *United in our Pursuit of Excellence*.
 - Consideration may be given to:
 - EQ schools having the option to commence language teaching in Year 7. This would provide the extended exposure (time on task) necessary for effective language learning.
 - This would occur when Year 7 is part of Junior Secondary.

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- Further information is provided in **Attachment 7**.

17. A second consideration is whether Languages are mandated.
18. Overall student outcomes may be improved if there is a focus on achieving increased student participation and proficiency levels in language learning in Years 7 to 12.
19. Increasing the number of students who complete a language in Year 12 has recognised benefits. Increasing Australia's overall languages capability benefits both the individual's employment prospects and intercultural understanding; and the nation's economy and social stability.
20. In reviewing the current policy on Mandatory Languages the Department would examine principles such as:
 - i. Provision of Languages is not mandated for all schools or for all students.
 - ii. All schools must provide access to Languages study for all students in Years 7-12 who seek to study a Language.
 - iii. This would involve online learning solutions (such as web-conferencing between school clusters or enrolment in a school of Distance Education) in cases where the student's school is unable to employ or gain access to a suitably qualified LOTE teacher.
 - iv. Student outcomes are optimised by focusing support on those students choosing to study a Language.
 - v. Schools can choose to offer Languages from Prep to Year 12. Some school communities strongly support the provision of Languages and would wish to ensure students continue to learn a Language. Some of the conditions that could be specified for this provision are outlined in **Attachment 8**.
 - vi. EQ maintains rigorous standards in ensuring adequate language proficiency as a condition of employment for language teachers.

Background

21. Background information is provided in **Attachments 1 to 8**.

Right to information

22. 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:	12/346535

Recommendation

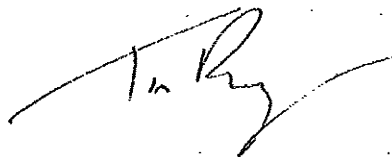
That the Minister

Note the information regarding the teaching of Languages Other than English in Queensland state schools;

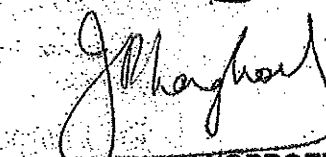
Approve the development of a policy position for the provision of language studies in State schools.

NOTED

APPROVED/NOT APPROVED
ENDORSED/NOTED



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



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

☐ Copy to Assistant Minister

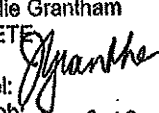
Minister's comments

Action Officer
Anne Schafer
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Tel: 323 59877

Endorsed by:
ADG
Marg Pethiyagoda
State Schooling
Operations and Strategy
Tel: 323 70157
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Date: 19/09/2012

Endorsed by:
DDG/CO/ASSDG
Lyn McKenzie
Education Queensland
Tel: 323 70619
Mob:
Date: 20/09/2012

Endorsed by:
DG
Julie Grantham
DETE

Tel: 
Mob:
Date: 21/9/12

Attachment 1**Benefits of Studying a Different Language**

1. Learning another language provides students with communication skills, opens their minds to new ideas and fosters greater social and cultural understanding. All of which can have employment benefits.
2. Learning a language also has a positive impact on a student's intellectual development. It develops analytical and communication skills that enhance their learning in other areas.¹
3. There is academic evidence that learning a second language has benefits for young people in their first language. Literacy skills are improved as they gain a better understanding of grammar and sentence construction.²
4. In particular, the national focus on the languages and cultures of Asia reflects emerging political, social and economic trends:
 - The Melbourne Declaration notes: "Languages education plays an integral role in the goal of achieving Asia literacy for all Australian students".(p. 4)³
 - One of the three Cross curriculum priorities of the Australian Curriculum is Asia and Australia's Engagement with Asia; while Intercultural understanding (a General capability in the Australian Curriculum) is also supported well through the learning of languages.

¹ Lo Bianco, J. 2009, 'Second Languages and Australian Schooling', Australian Council for Educational Research, Melbourne.

² Ibid page 38

³ Source:

http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Attachment 2**Languages Provision in State Schools**

1. At the start of the 2012 school year, advice from regional directors was that all schools are compliant with the Department's mandatory Languages other than English (LOTE) policy for Years 6, 7 and 8.
2. Indigenous languages are now being delivered by a number of schools.
3. The six commonly taught languages within mainstream education settings in Education Queensland (EQ) are: Japanese, German, French, Chinese (Mandarin), Indonesian and Italian.
4. Queensland Studies Authority provides:
 - Years 1-9 - Essential Learnings: Languages (<http://www.qsa.qld.edu.au/7295.html>)
 - Year 10 Guidelines: Languages Learning area (http://www.qsa.qld.edu.au/downloads/senior/yr10_guide_learning_areas_lang.pdf)
 - Years 11 -12 Authority subjects: (<http://www.qsa.qld.edu.au/1823.html>)
 - Aboriginal & Torres Strait Islander Languages (2011)
 - Chinese (2008)
 - Chinese Extension (2011)
 - French (2008)
 - French Extension (2009)
 - German (2008)
 - German Extension (2009)
 - Indonesian (2008)
 - Indonesian Extension (2009)
 - Italian (2008)
 - Japanese (2008)
 - Korean (2008)
 - Latin (2008)
 - Modern Greek (2008)
 - Spanish (2008)
 - Vietnamese (2008).

Exemptions from Mandatory Languages in Years 6–8

5. Currently, students who may be exempt could include those who:
 - are below the National Minimum Literacy and Numeracy Standards
 - seek an exemption because of cultural background, religion or political beliefs (<http://education.qld.gov.au/curriculum/area/lotel/docs/exemption-form.pdf>)
 - fulfil the requirements of a school-based language program in another way.

These students have an alternative learning program. Principals, in consultation with parents and teachers, will approve such exemptions and will be required to record and regularly report on these students.

6. Due to the unique nature of their programs, special schools, specific purpose schools, Milpera State High School, Brisbane Youth Education and Training Centre and Cleveland Education and Training Centre are not required to provide mandatory language studies for all Year 6 to 8 students.

Attachment 3**Staffing**

1. Meeting staffing needs was the key issue in restoring mandatory languages. Throughout 2011, central office worked closely with regions to address this. A number of actions were undertaken, including:
 - introducing scholarships for final year pre-service teachers;
 - targeted recruitment of high quality graduates;
 - fast-tracking teacher suitability and language proficiency assessments;
 - providing distance education as a solution for some schools (commonly small and remote schools);
 - increased marketing to relevant teaching graduates and those in the departmental applicant pool, as well as at careers expos; and
 - negotiating and timetabling adjustments to Languages circuits within regional clusters.
2. Although restoration is complete, maintaining 100 per cent delivery will require an on-going commitment on the part of schools, regions and central office to promptly address staffing issues that may arise, such as through general staff movement, illness or retirement.
3. Schools unable to employ or gain access to a suitably qualified Languages teacher were able to enrol students in a school of distance education (SDE).
4. In 2012 state primary schools have enrolled approximately 1,260 Years 6-7 in schools of distance education for mandatory Languages. This has resulted in approximately 17 additional teacher FTE for SDEs in 2012.

Attachment 4

Immersion

1. Languages Other Than English (LOTE) immersion programs have been supported in Queensland State schools since 1994.
2. These programs provide students with the deepest possible exposure to learning a second language and culture. The programs are usually delivered in Years 8–10 with students receiving 50–60% of the curriculum in the language.
3. Since 1994 there has been a centrally held pool of 15 full-time equivalent (FTE) teachers specifically dedicated to supporting immersion programs in Education Queensland (EQ) schools.
4. In 2013 there will be ten programs that are state funded through this provision.
5. The 2011 *Report on the evaluation of Language Immersion Programs in Education Queensland Schools* completed by the Research Centre for Languages and Cultures, University of South Australia found retention rates in all of the immersion schools are extremely high.

Retention rates

- The Queensland immersion schools are retaining 40%-80% of students to the end of a standard Year 12 syllabus, while the Australian average to this point is retention of around 8%.
- The high levels of retention for most immersion programs indicates that these programs are successful in providing an engaging program for students and that they are sustainable.

Language Retention Rates

Year level	Australian average	Qld immersion schools
Year 8-10	28%	54% – 93%
Year 8-11	10%	42% - 76%
Year 8-12	8%	26% - 64%

Achievement data

- In the majority of cases, the Year 12 exit data for the Standard syllabus is better than the Queensland average, sometimes substantially better (the data table below is indicative of the achievement data from the evaluation).
- Even where it is not better, it is still more strongly skewed towards higher results – the percentage of VHA results may be lower than average, but there are fewer SA, LA and VLA results.
- No students in the immersion programs receive a VLA, and very few receive LA. This indicates that, as a cohort in general, immersion students are more likely to gain higher exit results (VHA and HA), and consequently presumably higher OP scores, than non- immersion students.

Student achievement data sample

		VHA	HA	SA	LA	VLA
Standard syllabus	XXX SHS	51%	44%	5%	0%	0%
	Qld average	38%	36%	19%	6%	1%
Extension syllabus	XXX SHS	49%	41%	10%	0%	0%
	Qld average	50%	39%	9%	2%	0%

- The number of immersion students who do proceed to study at Year 12 level and those who then proceed to study the *Extended syllabus* or a tertiary subject is in itself an indication that immersion programs develop a high level of language knowledge.

The schools testified to a strong need for teachers to be qualified in the subject area that they were teaching and also have high levels of proficiency in the language. The strongest programs were those in which teachers were qualified in both the subject area and in language education as these teachers seemed to best be able to structure a program of learning which integrated language and content learning.

Attachment 5**Other States**

1. The *Curriculum Requirements in **ACT** Schools (P-10) Policy* requires all students in Years 3-6 to learn a language for a minimum of 60 minutes a week and 150 minutes a week for all of years 7 and 8.

http://www.det.act.gov.au/teaching_and_learning/curriculum_programs/curriculum_support/languages)

2. New South Wales places the focus on secondary school Languages provision rather than primary school. Students must study at least 100 hours in one language, to be completed over one continuous 12-month period. The 100-hour course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.
3. While the remaining states are supportive of Languages in the curriculum there is no mandation. Western Australian discontinued mandation in 2010. Victoria is currently increasing support to Languages and is completing a new Language Strategy for Victorian schools.

Attachment 6**Australian Curriculum: Languages**

1. By the end of 2013 the Australian Curriculum is scheduled for release in the following languages F (Prep) -10:
 - French, German, Indonesian, Italian, Japanese, Korean and Spanish (for second language learners)
 - Chinese (three learner pathways for: second language learners across F-10, background language learners across F-10, and first language learners in Years 7-10). (Background language learners may use the target language at home not necessarily exclusively. First language learners have undertaken at least primary schooling in the target language.)
 - Arabic, Modern Greek, and Vietnamese (for learners who have some background in the language)
 - *A Framework for Aboriginal Languages and Torres Strait Islander Languages*
2. The Australian Curriculum establishes the expected content to be taught and the expected achievement standards. In implementing the Australian Curriculum state education authorities and schooling jurisdictions make decisions regarding the organisation and delivery of the Australian Curriculum.
3. For language learners, the Australian Curriculum sets achievement standards at 6 levels which can be accessed across 12 years of schools depending on the point of commencement.

Attachment 7

Languages in Early Years

A focus on the early years for the provision of Languages is not recommended for the following reasons:

- Developing language proficiency requires a teacher with native-speaker-like proficiency to model correct pronunciation. Incorrect pronunciation and word order learned at an early age can be intractable in trying to correct at a later age.
- Effective language teaching in the early years requires early childhood pedagogy, often unfamiliar to secondary teachers

Languages in Primary years

- In the primary school curriculum, Languages typically receive a small proportion of overall curriculum time. However, extended exposure to a language is needed for students to make enough progress to stay motivated. With limited time on task (hours of study) learning stagnates and students lose interest. This can reduce the attractiveness of studying a Language in secondary school.
- This is particularly so in Australia, where most students' access to other Languages is limited to school and not enhanced by regular immersion in another country.
- Currently, many students are disappointed by "starting over" in their Year 8 Language studies, duplicating earlier learning.
- The *Australian Curriculum: Languages* provides for flexible provision in the primary years. It is not year-level specific.
- The Australian Curriculum allows for students to:
 - either study a Language from F (Prep)–Year 6; to attain Level 1 Achievement Standard (and beyond) by the end of Year 6; or
 - complete Levels 1 and 2 across Years 7–8. This would involve 2 hours a week (less than 2 lessons in most secondary schools) across Years 7 – 8.

Attachment 8**Requirements for Provision of Languages in Schools**

When a school offers a language, the school curriculum must implement the *Australian Curriculum: Languages* (when it becomes available).

To maximise linguistic proficiency, where possible it is important for students to study the same language throughout their years of learning.

The school principal, in collaboration with the school community and in response to student needs, determines the languages taught. This decision takes into account:

- staffing considerations – current and continuing availability to provide continuity of language learning in the school; and
- the languages already taught in high schools within the region to ensure students are provided with continuity of language learning into secondary school.

Experience to date shows that for languages programs to work well, certain conditions are necessary:

- recognition by the school and the wider community of the value of languages;
- appropriately qualified teachers who are supported by ongoing professional learning that is linked to current and best research;
- appropriately sequenced curriculum and assessment guidance and support;
- adequate teaching and learning resources; and
- appropriate time allocation: language learning requires significant time, regularity, and continuity.

The Shape of the Australian Curriculum: Languages ACARA Nov 2011 88 - point 12 page 5

Minister's Office File Ref:	
Department File Ref:	12/210299

Briefing Note

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

Action required: For Approval

Action required by: ASAP

Urgent – Approval is required to progress this election commitment

SUBJECT: STRENGTHENING QUEENSLAND FAMILIES – PROTECTING OUR CHILDREN

Summary of key objectives

- To provide background on the three options proposed for the expenditure of funding for the Strengthening Queensland Families – Protecting our Children election commitment.
- Ministerial approval is sought to expend funding on the development and implementation of the Daniel Morcombe Child Safety Curriculum (the Curriculum), which provides students with the knowledge and skills to protect themselves and keep themselves safe (Option 1) or advise on a way forward.

Key Issues

1. In September 2011, the former Government announced a partnership with the Daniel Morcombe Foundation to deliver a four point child safety package, which included development of a child safety curriculum package targeted at Prep to Year 9 students.
2. The Department of Education, Training and Employment was not allocated a budget for the development of the child safety curriculum package. To date, development has been occurring from within existing resources.
3. Three options are proposed for consideration for expenditure of \$1 million over four years to arm children with the knowledge to protect themselves and to report suspected sexual assault and child abuse.

Option 1 (Recommended): The Daniel Morcombe Child Safety Curriculum

- The Curriculum aims to develop students' knowledge and skills in recognising, reacting and reporting when they are unsafe or find themselves in harm's way which aligns with the Government's intention of arming children with the knowledge to protect themselves and to report suspected sexual assault and child abuse.
- It is targeted at Prep to Year 9 students in state and non-state schools and is aligned with the Queensland Studies Authority (QSA) Early Years Guidelines and the Queensland Curriculum, Assessment and Reporting Framework (QCAR) Health and Physical Education (HPE) Essential Learnings. It consists of classroom lessons across the three phases of learning: Prep to Year 2, Years 3 to 6 and Years 7 to 9.
- The Curriculum is already under development and has strong support from key stakeholders involved in child abuse prevention.

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- It is proposed that dedicated funding to the project would allow the current phase groupings (Prep–2, Years 3–6 and Years 7–9) of the Daniel Morcombe Child Safety Curriculum be expanded to provide teachers with lessons plans and materials for every year level (Prep–Year 9) to align with the Australian HPE curriculum, provide for the development of vodcasts, case studies to highlight best practice, 'train the trainer' workshops across education regions to further assist teachers with implementation, and enable a rigorous evaluation of the curriculum which fulfils best practice recommendations.

Option 2: Education Queensland partner with the Queensland Police Service (QPS)

- This option proposes to develop a strategy to implement, evaluate and enhance the Safe Start: Protective Behaviours for Children and the Safe T: Protective Behaviours for Young People programs for delivery by teachers and QPS personnel including School Based Police Officers, Adopt-a-Cops, Crime Prevention Practitioners and Child Protection and Investigation Unit personnel.
- QPS is currently implementing the Safe Start: Protective Behaviours for Children and the Safe T: Protective Behaviours for Young People programs. The programs involve classroom presentations for children and young people and community presentations for their parents/carers and teachers. The programs provide both children and adults with information on the risks of victimisation and training in safety and resistance skills. The programs align with current evidence on 'best practice'. Further enhancement of the Safe Start and Safe T programs would result in programs with greater potential.

Option 3: Education Queensland partner with an external provider

- This option proposes that the Department partner with an organisation that is currently involved in the delivery of child sexual abuse prevention messages to expand or adapt their existing resources to enable utilisation by teachers in schools. Possible partners could include but are not limited to:

Protective Behaviours (PB) Inc.– The Protective Behaviours program was developed by Peg Flandreau West in America in the mid 1980s and is still delivered across Australian States and Territories to children and the broader community. Protective Behaviours (WA) have more recently developed the *Holding Hands* resource for primary schools for teaching Protective Behaviour messages to Years K – 6.

Bravehearts– the developers of *Ditto's Keep Safe Adventure* education program aimed at 5 – 8 year olds is a live personal safety performance featuring the mascot lion Ditto presented as a 30 minute session to school audiences.

Family Planning Queensland – are primarily involved in the delivery of age appropriate sexuality education in primary and secondary schools which incorporates anatomical naming of private body parts and safety messages in respect of sexual abuse. They also provide school based professional development for teachers to assist teachers feel comfortable and confident with the delivery of sexuality content.

Daniel Morcombe Foundation – The foundation continues to develop safety resources including the *Foundation Red* child safety DVD, *Help Me* mobile phone safety application and *Kids Rights - No Strings Attached* puppet performance (film) for children and young people.

Minister's Office File Ref:	
Department File Ref:	12/210299

4. Education Queensland considers Option 1 to be the preferred option as evidence based research suggests that effective safety education is:
- integrated into the school curriculum rather than being presented as a one-off or a standalone program
 - comprehensive and consistent
 - developmentally and age appropriate
 - able to be adjusted to meet the individual needs and capabilities of students.
- Option 1 also allows for all Queensland students in both state and non-state schools to participate in the education which cannot be guaranteed by external providers.

Implications

5. There are a number of external providers such as those described in Option 3 that provide personal safety education programs and resources, who may also have an interest in additional funding.

Background

6. One of the Queensland Government's election commitments is to help protect at risk Queensland families and their children.
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13. The non-state sector is able to adopt the curriculum and access support materials.
- ### Right to information
14. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
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Recommendation

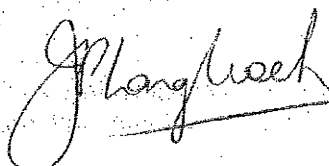
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NOTED


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

19/8/12
☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

20/8/12

Minister's comments

Wym to media team phase ✓ 21/8-RB

Action Officer
Brett O'Connor
Director
Child Safety
Tel: 323 70919

26/7/12

Endorsed by:
ADG
MargPethiyagoda
Education Queensland
Tel: 70157
Mob:
Date: 30/07/12

Endorsed by:
DDG
Lyn McKenzie
Education Queensland
Tel: 70619
Mob:
Date: 6/8/12

Endorsed by:
DG
Julie Grantham
Sighted and signed
Tel: 71070
Mob:
Date: 13/08/2012

Minister's Office File Ref:	
Department File Ref:	12/276332

Briefing Note

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

Action required: For Noting and Approval

Action required by: 31/8/2012

Urgent – Approval for the proposed launch of the Daniel Morecombe Child Safety curriculum on 5 September 2012 is required.

SUBJECT: LAUNCH OF THE DANIEL MORCOMBE CHILD SAFETY CURRICULUM

Summary of key objectives

- Ministerial approval of the date and location of the launch is sought. The official launch of the Daniel Morcombe Child Safety Curriculum is proposed to be held at Barcaldine State School on 5 September 2012 to coincide with Child Protection Week.
- Mrs Denise and Mr Bruce Morcombe will be in attendance at the launch. They will be in Barcaldine on 5 September 2012 as part of their tour to regional schools to promote the safety messages of the Daniel Morcombe Child Safety Curriculum.
- Pending Ministerial approval of the launch details, invite the Honourable Campbell Newman MP, Premier, to the Daniel Morcombe Child Safety Curriculum launch. A draft letter is provided for consideration and can be printed on letter head for signature once date and location are confirmed (**Attachment 1**).

Key issues

1. It is proposed to launch the Early Years Phase (Prep – Year 2) of the Daniel Morcombe Child Safety Curriculum at a media conference to be held at a state school.
2. Subject to the Minister's approval, the proposed launch will be held at Barcaldine State School on 5 September 2012 from 9.30 am with morning tea provided after the media conference.
3. Subject to the Minister's approval of the launch details, invite the Honourable Campbell Newman MP, Premier.
4. Only the Early Years Phase (Prep to Year 2) will be available for schools to implement from the day of the launch. The Middle Years (Years 3 to 6) and the Junior Secondary (Years 7 to 9) phases are under development and will be progressively released throughout 2012–13.
5. The curriculum will be available to all Queensland schools online via password protected websites. State schools will access the curriculum via the Learning Place and OneSchool; and non-state schools will access it via Scootle. Scootle is a National Digital Learning Resources Network managed by Education Services Australia.

Implications

6. Relevant speeches, run sheet and media releases will be developed by Corporate Communications and Marketing.
7. A media pack containing the *Daniel Morcombe Child Safety Curriculum fact sheet* and the *Daniel Morcombe Child Safety Curriculum questions and answers (Q and A)* documents will be provided for attending media representatives.

Minister's Office File Ref:	
Department File Ref:	12/276332

Background

8. On 4 September 2011, the Queensland Government announced it would partner with the Daniel Morcombe Foundation to deliver an online child safety curriculum targeted at Prep to Year 9 students in all Queensland state and non-state schools. On 30 March 2012, the Queensland Government confirmed its support for Mr and Mrs Morcombe's child safety curriculum.
9. The curriculum aims to develop students' knowledge, understandings and skills in relation to child safety by focussing on three key concepts: Recognise, React and Report.
10. The curriculum aims to teach children about personal safety and awareness, including cyber and telephone safety, and is being developed using evidence based research to align with the principles of best practice in child safety education.
11. Practical resources have been developed to assist successful delivery of the new curriculum. These include:
 - an information web page;
 - *Parent Guide: Prep – Year 2*;
 - *Teacher Guide: Prep – Year 2*;
 - a *Safety Resource List for Teachers*;
 - *Principal and Curriculum Leaders Information* document including suggested roll-out schedule to assist schools with the implementation of the curriculum; and
 - newsletter articles for schools to include in school publications.
12. The curriculum is aligned to existing curriculum frameworks including: the Early Years Curriculum Guidelines; the Queensland Curriculum, Assessment and Reporting (QCAR); Health and Physical Education (HPE) Essential Learnings; and the Information and Communication Technologies (ICT) Expectations.
13. The development of the three phases of the curriculum is being guided by a high level working group including Queensland's Child Safety Ambassadors Mr Bruce and Mrs Denise Morcombe.
14. Other members of the working group include the Director-General of DETE (Chair), DETE officers, the Commissioner for Children and Young People and Child Guardian, representatives from the Morcombe Foundation, Queensland Police Service, and Department of Communities, Child Safety and Disability Services.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/276332


Recommendation

It is recommended that the Minister **approve**:

- the Daniel Morcombe Child Safety Curriculum launch be held at Barcaldine State School on 5 September 2012; and
- the attached letter inviting the Honourable Campbell Newman MP, Premier to the launch.

NOTED

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

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

1, 9, 12.

1 1

Minister's comments

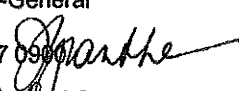
COS approved use of electronic signature.
Due to timelines, please email letter to Premier, also.

Action Officer
Brett O'Connor
Director
Unit Education Queensland
Tel: 07 323 70919

Date: 14/08/12

Endorsed by:
Sharon Mullins
Acting Assistant Director-General
Unit Education Queensland
Tel: 323 70157
Mob: (p) - Contrary to Public
Date: 14/08/2012

Endorsed by:
Julie Grantham
Director-General

Tel: 3237 0900
Mob: 
Date: 21/8/12

Message: 2012/332052

From: KALOUDRAU, Kylie
To: thepremier@premiers.qld.gov.au
Cc:
Sent: 3/9/2012 at 9:52 AM
Received: 3/9/2012 at 9:52 AM
Subject: HP TRIM Attachments : 12/332029 : MIN SIGNED letter to Premier re invite to Daniel Morcombe Child Safety Curriculum launch

Attachments: MIN SIGNED letter to Premier re invite to Daniel Morcombe Child Safety Curriculum launch.pdf (72 KB)

Good Morning

Please find attached urgent Premier correspondence. Hard copy posted today.

cheers

Mrs Kylie Kaloudrau
Coordinator Executive Briefings MESU
Department of Education, Training and Employment
Phone: 323 59960



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

3 SEP 2012

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

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

Dear Premier

It is with great pleasure that I invite you to the official launch of the Daniel Morcombe Child Safety Curriculum.

The release of the first phase of the curriculum (Prep to Year 2) is an important milestone in the Queensland Government's commitment to improve child safety in Queensland. The launch will coincide with Child Protection Week and will be attended by government appointed Child Safety Ambassadors Mr Bruce and Mrs Denise Morcombe. The Morcombes will be in Barcaldine as part of their regional tour of Queensland schools to promote key safety messages of the curriculum.

Please join me at Barcaldine State School, Gidyea Street, Barcaldine on 5 September 2012 from 9:30 am. The official proceedings will be followed by light refreshments in the school library.

This new child safety resource will help teachers deliver valuable learning experiences so that students can develop the skills needed to better manage their own safety.

Through the delivery of the curriculum, students will develop their knowledge, skills and understanding about personal safety and their awareness of cyber and telephone safety.

The Early Years phase (Prep to Year 2) will be available to all state and non-state schools in Queensland. The Middle Years (Year 3 to Year 6) and the Junior Secondary (Year 7 to Year 9) phases will be progressively released throughout 2012-13.

The Daniel Morcombe Child Safety Curriculum has been developed in partnership with the Daniel Morcombe Foundation and was guided by a high level working group, including Mr and Mrs Morcombe.

Members of the working group included the Director-General, Department of Education, Training and Employment (DETE) as Chair; DETE officers; the Commissioner for Children and Young People and Child Guardian; and representatives from the Morcombe Foundation; and Queensland Police Service and the Department of Communities, Child Safety and Disability Services.

To confirm your attendance, I invite your officers to contact my Personal Assisatant, Mrs Leonie Shepherd, on telephone 3237 0028.

Yours sincerely

A handwritten signature in black ink that reads "John Paul Langbroek". The signature is written in a cursive style with a long horizontal line extending from the bottom of the name.

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

Ref: 12/278524

Minister's Office File Ref:	
Department File Ref:	12/298977

Briefing Note

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

Action required: Noting

Action required by: Routine – Early Years Monitoring and Assessment requires updating as a result of implementation of the Australian Curriculum.

SUBJECT: EARLY YEARS MONITORING AND ASSESSMENT

Summary of key objectives

- The Department is currently procuring a suite of early phase assessments developed for Queensland state schools.
- A small pilot will be undertaken in Term 4, 2012 followed by a trial of the on-entry and end of Prep materials in 2013; and a trial of Year 1 and Year 2 materials in 2014.
- The on-entry and end of Prep materials will be available for optional implementation in 2014 and the Year 1 and Year 2 materials in 2015.

Key issues

Procurement

1. The Department has approved the procurement of on-entry and end of Prep, Year 1 and Year 2 literacy and numeracy assessments (eight assessments). The assessments will be produced for Queensland based on the Longitudinal Literacy and Numeracy Study Assessments developed by the Australian Council for Educational Research (ACER) for a total cost of \$1,210,610.

Trial and implementation

2. A four phase trial and implementation process will commence from Term 4 2012:
 - **Phase 1**
Term 4 2012: a small number of schools (eight to 10) invited to participate in a pilot
 - **Phase 2**
Term 1 2013: on-entry Prep – trial
Term 4 2013: end of Prep – trial
Final on-entry to Prep materials available for open optional implementation
 - **Phase 3**
Term 1 2014: Year 1 and Year 2 – trial
Term 3 2014: Final end of Prep materials available for open optional implementation
Term 4 2014: Year 1 and Year 2 materials available for open optional implementation
 - **Phase 4**
Term 1 2015: Full optional implementation (Prep – Year 2).

3. A detailed trial and implementation schedule is outlined in **Attachment 1**.

OneSchool

4. Schools will be able to collect, record and analyse data through OneSchool.
5. A OneSchool build will be required to develop this application. This work will be undertaken progressively during the trial and made available with the final release of the materials.

Minister's Office File Ref:	
Department File Ref:	12/298977

Finance

6. In 2012-13 early phase monitoring and diagnostic assessment will be supported by approximately \$6.1 million in support funding.
7. A new model of funding is being developed based on enrolments from Prep – Year 2 and will include an Index of Community Socio-Educational Advantage factor. The funding model will not be tied to diagnostic data collected centrally.
8. This grant is part of the Needs Based Resourcing model, currently being developed, where literacy and numeracy intervention grants will be provided to schools based on a methodology that is consistent across the following grants:
 - Prep-Year 2 Grant (previously Year 2 Net): \$5.7 million;
 - Year 3 & 5 Grant: \$10.0 million;
 - Literacy Enhancement Grant: \$8.0 million; and
 - Strong Foundations in Literacy and Numeracy in the Primary Years Grant: \$5.762 million for State Schools.
9. The Needs Based Resourcing grants are detailed in **Attachment 2**.

Implications

10. The suite of early phase assessments will support schools to build a culture of ongoing and consistent school-based monitoring across the early phase; ensuring teachers are able to differentiate future teaching and learning based on purposeful assessments and a comprehensive data set.
11. It will align with the Queensland Government's:
 - focus on early childhood education to lift literacy and numeracy standards
 - commitment to revitalising frontline services in early childhood education.

Background

12. Education Queensland (EQ) has advised state schools that the Year 2 Diagnostic Net will be used for the last time in 2012, funding for 2012 will be based on historical information and no centralised data collection will occur this year.
13. The suite of early phase assessments will be inclusive of all students including students with disability, English as an Additional Language or Dialect (EAL/D), Aboriginal students, Torres Strait Islander students and those requiring support or extension.

Whole School Intervention

14. The Department recommends a Whole School Intervention approach (WSI) where school communities provide evidence-based instruction, continuous data monitoring, timely identification of non-responsive students and use of response data to change the intensity or type of intervention.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/298977

Recommendation

That the Minister note:

- the procurement of a suite of early phase (Prep – Year 2) assessments developed for Queensland state schools; and
- the dates for trial and implementation.

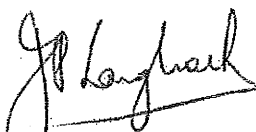
NOTED


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

19, 9, 12.

☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED

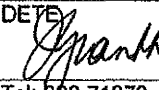


JOHN-PAUL LANGBROEK MP
 Minister for Education, Training and
 Employment

21, 9, 12

Minister's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Robyn Rosengrave	Director	ADG	ADG	DDG	DG/CO/ASSDG
Director	Colleen Curran	Mark Campling	Sharon Mullins	Lyn McKenzie	Julie Grantham
State Schooling Operations and Strategy	State Schooling Operations and Strategy	Education Queensland	Education Queensland	Education Queensland	DETE 
Tel: 323 59877	Tel: 323 70983	Tel: 323 70121	Tel: 323 70157	Tel: 323 70619	Tel: 323 71070
	Mob:	Mob:	Mob:	Mob:	Mob:
	Date: / /	Date: 27/8/12	Date: 27/8/2012	Date: 7/9/2012	Date: 18/9/12

Attachment 1

Draft trial and implementation schedule

Date	Activity	Details
Phase 1		
September, 2012	8-10 schools invited to participate in pilot	
October, 2012	Draft on-entry to Prep materials finalised	ACER – materials made available to Education Queensland
Term 4 – 2012	8-10 schools undertake pilot (include pre-prep students)	Provide feedback on the use of the materials in schools to inform development of advice for schools to support implementation
Phase 2		
November, 2012	Schools invited to nominate to participate in open trial of on-entry and end of Prep materials	Nominations close 30 November (to allow production of required materials)
Term 1 – 2013	Trial of on-entry to Prep materials	Open trial – (nominated schools) To be completed by end of Term 1
Term 2 – 2013	Data to be submitted to ACER	Schools to submit data directly to ACER by end of Term 1. ACER - Random sample (approximately 500-1000 students or percentage of total). ACER - Analyse and refine materials
May, 2013	Draft end of Prep materials to EQ	Materials made available to Education Queensland for review
October 2013	Draft Year 1 and Year 2 materials to EQ	Materials made available to Education Queensland (distribution to trial schools by ACER)
October 2013	Trial schools invited to provide final numbers for Years 1 and 2 materials	Nominations close 30 October (to allow production of required materials)
November 2013	Schools to nominate to commence optional implementation of on-entry and end of Prep materials	Nominations close 30 November (N.B. only nominated schools will receive suite of materials for use from 2014.)
Term 4 – 2013	Trial – end of Prep materials	Open trial – (nominated schools) To be completed by end of Term 4
	Data to be submitted to ACER	Schools to submit data directly to ACER by end of Term 4. ACER - Random sample (approximately 500-1000 students or percentage of total). ACER - Analyse and refine materials
	Final draft on-entry to Prep materials made available to schools	Package of on-entry of Prep materials will be provided to nominated schools by the end of Term 4 for optional implementation in 2014. (Distribution to all schools by ACER)
Phase 3		
Term 1 – 2014	On-entry to Prep materials	Open optional implementation
Term 3 – 2014	Final draft of end of Prep materials made available to schools	Package of end of Prep materials will be provided to nominated schools in Term 3 for optional implementation in Term 4, 2014. (Distribution by ACER)
Term 4 – 2014	End of Prep materials	Open optional implementation
	Trial of Year 1 and Year 2 materials	Open trial (nominated schools) Random sample (approx. 500-1000 students or percentage of total per year level).
	Year 1 and Year 2 data to be submitted to ACER	Schools to submit data directly to ACER. ACER - Random sample (approximately 500-1000 students or percentage of total). ACER - Analyse and refine materials
November 2014	Schools to nominate to commence optional implementation of Year 1 and Year 2 materials	Nominations close 30 November (N.B. only nominated schools will receive suite of materials for use from 2015.)
	Year 1 and Year 2 materials	Package of Year 1 and Year 2 materials will be provided to nominated schools for open optional implementation in 2015. (Distribution by ACER)
Phase 4		
From Term 1 – 2015	Optional implementation of early phase monitoring and diagnostic assessments	

Needs Based Resourcing Grants (to be finalised)**METHODOLOGY**

The methodology for the *Needs Based Grants* –

- One allocation for Year 2 Diagnostic Net replacement (Early Start), Year 3 & 5 Grants and Literacy Enhancement Grant
- For the election commitment for Strong Foundations in Literacy and Numeracy in the Primary Years Grant.

Predictor of performance - ICSEA

- The predictor of performance measure to be ICSEA (or Index of Community Socio-Educational Advantage). The Index of Community Socio-Educational Advantage (ICSEA) is a measure that enables meaningful comparisons to be made across schools. It is based upon factors of parent occupation and school education, as well as remoteness, Indigeneity and language background.
- It is proposed that a three year weighted average be used to ameliorate the annual variability in the measure.
- Student FTEs are weighted in those schools with below average ICSEA (i.e. the mean of 1000). The weighting is according to their deviation from the theoretical mean (average) of each as a multiplier of their enrolments.

Relativities

The available resources will be split between total enrolments and the ICSEA weighted enrolments.

Implications

Grants will vary for a large number of schools because:

- The Year 2 grants and the Year 3&5 grants were based only on student outcomes. The move to predictors of performance rather than actual performance will redirect funds from those schools where their student results were low in relation to schools with similar ICSEA values.
- The move to using ICSEA:
 - Although the overall range of values for IRSED and ICSEA are similar, the distribution of schools within these ranges is different. For example, 487 school have an IRSED score of over 1000, whereas only 304 schools have an ICSEA score of over 1000.
 - The variation between IRSED scores and ICSEA at the school level score can be quite significant.
- 20% funds allocated per capita based on enrolments
- 80% funds allocated based on ICSEA (above cut-off enrolment weighting of 0)
- If a school is above the cut-off then they will receive no allocation for the ICSEA element.
- Two grants:
 - Intervention Grant:
 - Year 2 net (Early Start) grant monies based on P-2 enrolments
 - Year 3&5 grant monies based on Years 3-6 enrolments
 - Literacy enhancement grant based on P-12 enrolments
 - Literacy & Numeracy Grant (election commitment)
 - Election commitment monies based on P-2 enrolments
- Available grants:
 - Intervention Grant:
 - Year 2 net (Early Start) - \$5.7m
 - Year 3&5 - \$10.0m
 - Literacy enhancement grant - \$8.0m
 - Literacy & Numeracy Grant
 - Election commitment monies - \$5.762m

Grant Payments

- One grant per year paid in October so that schools can plan for intervention for following school year to be based on Feb effective enrolments.
- New school will receive base plus per capita based on enrolment projections for each new student cohort.

Minister's Office File Ref:	
Department File Ref:	12/434030

Briefing Note

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

Action required: For Noting

Action required by: N/A

Routine

SUBJECT: SCHOOL BASED POLICE OFFICER — PARK RIDGE STATE HIGH SCHOOL

Summary of key objectives

- Park Ridge State High School (SHS) may establish local partnerships with other schools to access a School Based Police Officer (SBPO) and Queensland Police Service (QPS) through the Adopt-a-School Program to be launched in 2013.
- Park Ridge SHS was not nominated for a SBPO by DETE or QPS regions.
- Selection processes for Queensland state secondary schools and SBPOs have been completed with officers commencing in their new schools from Term 1 2013.

Key issues

1. A staff member of Park Ridge SHS has written to the Minister regarding the need for a SBPO at their school and outlining two solutions to gain a SBPO:
 - i. Share with Flagstone SHS
 - ii. The Officer based at Kingston/Loganlea's contract is up, and he is due for reallocation.
2. Given Park Ridge SHS was not nominated and therefore was not selected for participation in the school-based police program and recruitment for SBPOs has been completed, no changes can be made to existing arrangements.
3. However, Park Ridge SHS may negotiate access to a police officer through Local Consultative Teams (LCT) operating in the region which manage SBPO activities or through the new Adopt-a-School Program being launched in February 2013.

Options for accessing a local police officer

4. A number of local partnerships are established by SBPOs to support other schools in the area and feeder primary schools.
5. The LCT coordinate and support SBPO activities including attendance of the SBPO at other schools and ensuring local issues are identified and resolved, where possible.
6. The LCT comprises the SBPO, Principal and SBPO QPS supervisor and meets at least once per semester.
7. Local partnership arrangements are at the discretion of the LCT and do not constitute a formal share arrangement.
8. To make a local arrangement, the principal of Park Ridge SHS may approach the principal of school/s with an SBPO or the SBPO directly to negotiate or discuss arrangements at the next LCT meeting.
9. In addition, the school may establish relationships with a local police liaison officer through the new QPS Adopt-a-School Program, which aims to connect police to local schools where there is no permanent SBPO. This is due to be launched February 2013.

Minister's Office File Ref:	
Department File Ref:	12/434030

Kingston/Loganlea arrangement

10. In relation to the suggestion that the officer based at Kingston/Loganlea SHS be reallocated to Park Ridge SHS when this officer's tenure ends, reallocation would only occur to schools currently participating in the program, unless there has been a determination that there is no longer a need for a SBPO at Kingston/Loganlea SHS.

Status of selection process of SBPOs

11. Recruitment and selection for the 15 permanent positions have concluded with positions gazetted for specific school locations and offers forwarded to successful applicants for all school locations. It is anticipated the new permanent SBPOs will commence duties at the new schools at the beginning of the 2013 school year.

Background

12. The Queensland Government announced Election Commitment No.173, to deliver 15 more school and community police as part of the *Queensland Government's Six Month Action Plan, July – December 2012*.
13. The Queensland Police Service funds the program and is leading the implementation of this initiative, with the support of the Department of Education Training and Employment (DETE).
14. A staged selection process was implemented for the identification of participating schools:
- DETE Regional Directors nominated up to four schools each with need for the position and capacity to accommodate a full-time officer.
 - QPS Regional Assistant Commissioners also nominated schools and considered police operational and logistic factors of all schools nominated.
15. The Inter-Departmental Management Committee (IDMC) determined the final prioritised list of schools for endorsement by the Minister for Police and Community Safety. IDMC deliberated on the size of the school, demographics, socioeconomics, social issues, attendance rates and local crime issues to obtain a fair and reasonable geographical distribution of schools across Queensland.
16. Park Ridge SHS based in South East region was not nominated by either QPS or DETE.
17. Other schools in this region were nominated as a higher priority and to ensure a spread across the region. These school were:
- a. Flagstone SHS;
 - b. Upper Coomera State College;
 - c. Browns Plains SHS;
 - d. Victoria Point SHS; and
 - e. Southport SHS.
18. The region acknowledges that Park Ridge SHS would also benefit from a SBPO, but given the limited number of officer positions funded, Park Ridge did not make the shortlist.
19. Of these schools, Flagstone SHS, Upper Coomera State College and Southport SHS were selected.

Right to information

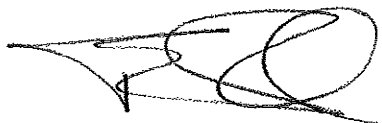
20. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	12/434030

Recommendation

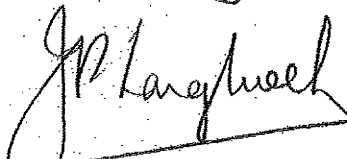
That the Minister

Note the information provided regarding a School Based Police Office at Park Ridge State High School.

NOTED

FIONA CRAWFORD

Chief of Staff

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

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

JOHN-PAUL LANGBROEK MP

Minister for Education, Training and
Employment

28, 11, 12

☐ Copy to Assistant Minister

28, 11, 12

Minister's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Hayley	ADG	DDG	ADG
Stevenson			
Director	Marg	Lyn McKenzie	Annette
	Pethiyagoda		Whitehead
School	State	Education	
Administration	Schooling	Queensland	
and Resourcing	Operations		
	and Strategy		
Tel: 323 70588	Tel: 323 70157	Tel: 323 70619	Tel:
	Mob:	Mob:	Mob:
	Date: 21/11/12	Date: 11/11/12	Date: 27/11/12

URGENT MINISTERIAL MEETING BRIEF REQUEST

Requested by: Aimee Armstrong, Senior Departmental Liaison Officer (323 74093)

To: DDG EQ \ DDG ECEC \ ADG EMPLOYMENT
Subject: Minister to meet with Ethnic Communities Council
Date/time required: 4pm, 24 August 2012
Today's date: Tuesday, 15 January 2013

- Please provide an IBN, for the Chief of Staff to note.
- Please see letter contained within this request.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised-or may exist-regarding the meeting subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

When a departmental representative is requested to attend, please ensure they have noted the appointment in diary for attendance. Please also advise the requesting officer of the rep and indicate in the briefing and in TRIM notes.

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officer to prepare IBN using the template

Preparation instructions

- If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- Please TRIM brief and any attachments to Coordinator Executive Briefings M&ESU indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring Coordinator Executive Briefings M&ESU attention to urgent documents.
- Hard copies of the approved IBN (and any attachments) should be returned to Coordinator Executive Briefings M&ESU (floor 19), who will then process the brief through the relevant channels. Under **NO CIRCUMSTANCES** are briefings to be sent directly to the Minister's office.
- Any attachments and/or correspondence prepared for Ministerial signature should also be contained under this request and forwarded with request to Coordinator Executive Briefings M&ESU (floor 19).

PLEASE NOTE – the brief must progress through MESU and have DG approval prior to meeting the MO deadline.

Minister's Office File Ref:	
Department File Ref:	12/319188

Briefing Note

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

Action required: For Noting

Action required by:

Urgent – Background information to support meeting between the Minister and Ethnic Communities Council Queensland on 29 August 2012.

SUBJECT: MINISTER TO MEET WITH ETHNIC COMMUNITIES COUNCIL OF QUEENSLAND (ECCQ)

Summary of key objectives

- The Minister will meet with Ethnic Communities Council Queensland (ECCQ) Mr Nick Xynias, Honorary President,; Ms Agnes Whiten, Chairperson,; Mr Serge Voloschenko, Immediate Vice Chair,; and Mr Ian Muil, Executive Manager.
- ECCQ are seeking to discuss the proposed policy solutions for people from culturally and linguistically diverse (CALD) backgrounds developed by the ECCQ.
- In particular they are seeking to engage the Minister on the implementation of policies and solutions to reduce unemployment within CALD communities, some of which carry significantly higher than average unemployment levels.

Key issues

1. The Newman Government has outlined commitment to moving Queensland forward through the *Six Month Action Plan* (July – December 2012) which is comprised of five pledges for improving outcomes for all Queenslanders, including people from CALD backgrounds.
2. Queensland currently has a wide range of State regulations, initiatives, action plans, policies, procedures and resources to comprehensively cater for people from CALD backgrounds.
3. The Queensland Department of Education, Training and Employment is committed to Federal agreements, such as the National Education Agreement and National Agreement for Skills and Workforce Development to ensuring greater equity and improved outcomes for all Queenslanders.

Employment

4. ECCQ Policy Fact Sheet correctly notes the barriers faced by people from CALD in participating in the labour force.
5. Through the Skilling Queenslanders for Work (SQW) initiative, the Queensland Government provided employment support to the CALD community. Since the commencement of the program in 2007, SQW has assisted a total of 17,254 CALD participants representing 15% of all SQW participants.
6. Funding has been provided directly to the ECCQ through SQW in the past, however the last project was conducted in 2004.

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Department File Ref:	12/319188

7. As part of shaping the 2012-13 Queensland budget, the Skilling Queenslanders for Work initiative was discontinued.
8. The provision of employment services is the responsibility of the Federal Government, through Job Services Australia and the Disability Employment Services, to eligible clients.
9. As at July 2012, the unemployment rate for the CALD community was 6.2% (12 month average), compared to 5.6% for the general population.

Education

10. The *P-12 curriculum, assessment and reporting framework* (2012, currently in draft) includes a concise policy document and a statement of expectations for supporting students learning English as an additional language or dialect (EAL/D).
11. As a key stakeholder for education, training and employment initiatives in Queensland, Education Queensland will seek feedback contributions from the ECCQ in relation to the draft 'EQ statement of expectations: English as an additional language or dialect learners'.
12. The Department is committed to meeting the needs of all students. This includes ensuring that the needs of students of CALD backgrounds are met. This is evidenced through:
 - the development of an ESL policy and multicultural strategy;
 - school focused models for meeting the needs of ESL learners in metropolitan and non-metropolitan areas;
 - specific support for dependents of 457 visa holders; and
 - explicit support through C2C resources for successful implementation of the Australian Curriculum.
13. Detailed responses to the Education solutions proposed by the ECCQ are contained in **Attachment 1**.

Early Childhood Education and Care

14. The guiding principles of the *Education and Care Services National Law Act 2010* (the Act) illustrate the underpinning commitment of the education and care system to meeting the needs of all children, with the principles explicitly including:
 - a. *that the rights and best interests of the child are paramount* (s3(3)(a)); and
 - c. *that the principles of equity, inclusion and diversity underlie this Law* (s3(3)(c)).
15. Furthermore, the *Education and Care Services National Regulations* under the Act require each service to implement an educational program that provides educational, developmental and wellbeing outcomes for each child, including their identity, connection to their world, confidence, and an effective communicator. These outcomes are framed in the interests of all children, including those from culturally and linguistically diverse backgrounds who may need additional educational support with any service setting.
16. The Australian Government provides substantial funding through Child Care Benefit and Child Care Rebate, to enable all families to access education and care while working and studying.

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Department File Ref:	12/319188

17. Services eligible for parents to receive these Australian Government funds are also eligible for additional support services funded by the Australian Government for children with additional needs including those from culturally and linguistically diverse backgrounds. These services include inclusion support services and professional development programs for educators. For further information, contact the Commonwealth Department of Education, Employment and Workforce Relations (DEEWR).

Kindergarten Programs

18. The Queensland Government, through a National Partnership with the Australian Government, is working towards ensuring all children, no matter where they live or what their circumstances, can participate in a quality early childhood education so they are ready for school. The goal is to increase the participation of Queensland children in kindergarten programs from 68% (in 2011) to a target of 95% by mid-2013.
19. In recognising the diverse needs of the Queensland population, the Department is implementing initiatives that specifically address some of the kindergarten participation barriers for culturally and linguistically diverse populations. These include:
- fee subsidies to ensure that families with a Health Care Card (including all refugee background families or those on humanitarian visas) have access to kindergarten programs at low or no cost;
 - parent information sheets available in 30 languages;
 - a translate function available on select kindergarten program family pages on the Department website;
 - free interpreting support to facilitate kindergarten program enrolment for families with low English proficiency through the 1800 4 KINDY Hotline and kindergarten services;
 - professional development workshops and web-based materials through the Queensland Studies Authority, which support early childhood educators to plan curriculum that is inclusive of diverse needs families;
 - financial incentives for services to recruit teachers from cultural priority groups, and to include local culturally and linguistically diverse families and communities in their kindergarten program; and
 - a kindergarten awareness campaign, targeting culturally and linguistically diverse community groups and organisations, explaining the benefits and low cost of kindy participation, and seeking support to relay this message to families.
20. Additional strategies for supporting access to kindergarten programs for culturally and linguistically diverse populations are being considered by the Department, in consultation with key stakeholders, including the Ethnic Communities Council of Queensland (ECCQ). ECCQ have been invited to submit comments on a discussion paper developed by the Office for Early Childhood Education and Care, by 31 August 2012.

Early Years Centres

21. The Department provides funding for the operation of four Early Years Centres (EYCs) at Browns Plains, Caboolture, Cairns and North Gold Coast. EYCs provide universal access to integrated early childhood education and care, family and parenting support, and child and maternal health services to families expecting a child or with children up to eight years.
22. EYCs work with partner organisations and communities to tailor services to community need. This includes satellite centres, outreach programs and home visiting to families who may not normally access early childhood services. For example the EYC satellite at Acacia

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Ridge is working with the local community centre, which has an established relationship with African communities, to support and encourage families with young children to access EYC services.

23. EYCs also deliver programs for families who are vulnerable or at risk of not accessing and participating in kindergarten programs, including children from culturally and linguistically diverse backgrounds. These programs include mobile playgroups that support children's early learning, volunteer home visiting programs, kindy start up packs, pre-kindergarten programs and Community Champions. As part of the Community Champions program, a small group of community leaders, including but not limited to the Pacific Islander and Sudanese communities, have been provided with training to encourage and support families to access kindergarten programs.

Implications

24. Many of the proposals made by the ECCQ are currently being addressed by State regulations, initiatives, action plans, policies, procedures and resources to comprehensively cater for people from CALD backgrounds.
25. It is anticipated that the ECCQ will seek greater funding and policy commitments from the Minister in this meeting.
26. The Minister could acknowledge past contributions and invite future contributions from the ECCQ as a key stakeholder for education, training and employment initiatives in Queensland.

Background

27. The ECCQ has been a key stakeholder for consultation in relation to the development of education policies and procedures since 2009.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/319188

Recommendation

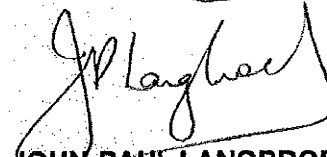
That the Minister

Note the Background information to support the meeting with Ethnic Communities Council Queensland on 29 August 2012.

NOTED


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

28/8/12

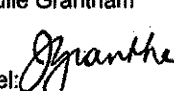
☐ Copy to Assistant Minister**APPROVED/NOT APPROVED**
ENDORSED/NOTED


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

28/8/12

Minister's comments

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Action Officer Director Anna Brazier	Endorsed by: A/ADG Sharon Mullins	Endorsed by: ADG STI	Endorsed by: DDG PLEC	Endorsed by: DDG EQ Lyn McKenzie EQ Content approved by DDG EQ	Endorsed by: DG Julie Grantham
Tel: 70793	Tel: 70157 Mob: Date: 27/8/12	Tel: Mob: Date: 24/8/12	Date: 24/8/12	Tel: Mob: Date: 27/8/12	Tel:  Mob: Date: 28/8/12

Attachment 1 - Response to Education solutions proposed by ECCQ in Policy Fact Sheet no. 6

1) *The development and implementation of an ESL policy and multicultural education strategy.*

Queensland currently has a wide range of State regulations, action plans, school policies, procedures and resources to comprehensively cater for young people and children from CALD backgrounds who are learning English as an additional language or dialect (EAL/D). These include:

Overarching these provisions are State legislations, such as:

- Education (General Provisions) Act 2006
- Anti-Discrimination Act 1991 (QLD)

These are further enacted through:

- *United in our pursuit of excellence: Agenda for improvement 2011-2015* outlining the EQ agenda for improvement, detailing the strategies that are being implemented in EQ to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.
- *Inclusive Education Statement 2005* - Inclusive education in Education Queensland:
 - fosters a learning community that questions disadvantage and challenges social injustice
 - maximises the educational and social outcomes of all students through the identification and reduction of barriers to learning, especially for those who are vulnerable to marginalisation and exclusion
 - ensures all students understand and value diversity so that they have the knowledge and skills for positive participation in a just, equitable and democratic global society
- *P-12 curriculum, assessment and reporting framework* (2012) - The framework (currently in draft) will include a concise policy document and a statement of expectations for supporting students learning English as an additional language or dialect (EAL/D).
- *English as a Second Language (ESL/D)/English as a Second Dialect (ESD)* procedure (2011) outlining responsibilities, processes and resources available to schools to cater for ESL/D students.
- *ESL in the Classroom* website- a comprehensive resource to help schools ensure curriculum access for EAL/D learners.
- Regions and schools further provide support through the following programs:
 - Intensive language programs (special education units and school cluster classes)
 - Advisory ESL teachers who work directly with students and classroom teachers
 - Teacher Aide support
 - Regional resources including professional development for teachers

2) *The need for a well-resourced central ESL Unit:*

Education Queensland provides EAL/D policy and implementation advice to school and regions through a range of areas within EQ. Key support is provided through State Schooling Implementation branch which is currently developing regional guidelines, implementation advice and resources to support the learning needs of EAL/D learners, and State Schooling Operations and Strategy which is responsible for the development

of policy and procedures in this area. Each region also has identified officers with responsibilities for the delivery of support services to EAL/D learners.

3) *Multicultural education aid workers:*

Regions and schools determine their staffing needs support their school community. Many regions and schools have community liaisons to assist families and students bridge the cultural difficulties which families and students from CALD backgrounds may experience.

4) *Implement outreach programs for students unable to attend ESL centres or schools:*

All regions develop and implement models of support for EAL/D learners based regional context. In where the ESL population is scattered, models focus on building school capacity to meet the learning needs of all students including ESL learners. Teachers are supported to identify the English language learning needs of their students and how to address these through their class curriculum. Advisory Visiting Teachers provide support to EAL/D students and teachers thorough direct, collaborative and/or resource approaches.

5) *Ensure school staff are provided with cultural competency training and ESL expertise:*

Multicultural Awareness Training and Diversity Online Training Program is available to all DETE staff.

6) *Enhance ESL funding particularly where there is a high number and/or proportion of eligible students:*

The ESL funding model allocated resources to regions based the number of EAL/D learners as teacher FTE, teacher aide hours and refugee, dependant or IMA grant funding. Regions then allocate resources either to programs or individual students.

7) *Contingency funding for schools that have substantial changes to their ESL student populations during the year:*

Schools request ESL support through the region's advisory committee or the ESL coordinator/s or senior Advisory Visiting Teachers (AVTs). Regions manage their ESL funding to include allocation for students who arrive in schools after the census date.

8) *Develop a support program for ESL students in isolated country areas:*

All regions develop and implement models of support for EAL/D learners based regional context. In where the ESL population is scattered, models focus on building school capacity to meet the learning needs of all students including ESL learners. Teachers are supported to identify the English language learning needs of their students and how to address these through their class curriculum. Online courses for ESL students have also been developed through schools of distance education and work is currently being scoped on the development of a state-wide online program for remote EAL/D learners.

9) *Implement fully funded ESL support for dependents of 457 visa holders:*

Dependents of 457 visa holders are entitled to the same educational provisions as Australian citizens (http://www.eqi.com.au/pdfs/visa_subclass_2012.pdf) and are therefore entitled to full ESL support.

10) *Develop a multicultural education policy that includes anti-racism strategies for schools:*

Anti-racism strategies for schools are specified in the "Inclusive Education" and "Indigenous Education Strategic Directions". Further strategies and resources are provided through the Refugee Resource Kit and Curriculum into the Classroom (C2C) plans.

11) *Further develop ESL curriculum and improve access for schools:*

Action Officer and Branch: Anna Brazier, Director, State Schooling Implementation

Telephone: 323 70793

TRIM No: 12/320745

Date brief completed by Action Officer: 24/08/2012

Page 1 of 3

Queensland began implementation of the Australian Curriculum in January 2012 in English, mathematics and science. The Australian Curriculum, Assessment and Reporting Authority (ACARA), has developed the "*English as an Additional Language or Dialect: Teacher Resource*" (2011) to further support teachers with EAL/D students. Schools are encouraged to use these resources to ensure EAL/D students can access the curriculum. The C2C resources provide further samples of differentiated programs and provide links to best-practice resources.

12) Replicate successful models such as Milperra State High School:

Milperra State High School is a component of the provision of support to EAL/D learners in the metropolitan region. Regions utilise funding provided to provide support to EAL/D students across a range of models and programs as determined by the regional team.



Ethnic Communities Council of Queensland Policy Fact Sheets

5. Early childhood development.

Issues

ECCQ recognises the role that positive early childhood development plays in supporting long term, positive outcomes and well-being.

The full participation of all children in all forms of early childhood education and care is pivotal in enabling equal opportunity for all children and eliminating structural discrimination against children and families from CALD backgrounds.

Evidence points to early childhood and experiences of exclusion and disadvantage as having significant impacts on long term opportunities. There are compelling reasons to address the needs of CALD children including long term cost benefits of early intervention and prevention rather than remediation later in life.

Solutions

1. Ensure that there is on-going consultation with families from CALD backgrounds, particularly new and emerging communities, to ensure that their needs, issues and views are heard and addressed within early childhood services.
2. Establish CALD-focussed specialist support services to link CALD families with children's services and assist families prior to enrolment.
3. Provide support and assistance to CALD and refugee families to understand and navigate through childcare systems.
4. Ensure that crucial information on child care options, services, roles and responsibilities for parents, is translated into other relevant languages.
5. Ensure enrolment processes are culturally appropriate and responsive.
6. Ensure parents have knowledge of the ways they can meaningfully participate within children's services, and are encouraged to do so.
7. Ensure agencies use interpreting and translating services when required and have training in how to use them.
8. Include cultural competency training for all early childhood staff as a significant part of tertiary and vocational/TAFE training.
9. Establish services that focus on the needs of CALD children, and that work to educate and support parents.
10. Ensure children have access to English language tuition but in the context that that the child's first language and culture is nurtured and valued within child care settings.
11. Address misconceptions in early childhood services that bilingualism hinders a child's progress in learning English and adapting to Australian culture. Ensuring wide recognition of the benefits to Australia of bilingualism or multilingualism and that early childhood is the best place to foster this.
12. Ensure culture and diversity is valued and reflected through programs at early childhood centres.
13. Provide training pathways for bicultural support workers to remain in the industry with the opportunity to become teachers and highly trained children's service workers.
14. Expand and properly resource services that provide cultural support workers.



Ethnic Communities Council of Queensland Policy Fact Sheets

6. Education

Issues

Many young people and children from CALD backgrounds who have recently arrived in Australia have poor access to English as a Second Language education (ESL) in schools. Young people and children who are newly arrived may already be vulnerable to isolation and persistent language barriers can compound this sense of isolation and impact negatively on education and employment outcomes over time.

ECCQ acknowledges work to develop an ESL policy and considers the implementation of an effective policy a matter of urgency. This is particularly the case because whilst Queensland has some excellent ESL schools, programs, teachers and initiatives, there is no consistency across the state, particularly in regional areas.

Funding for ESL has not responded to the significant increase in temporary migration particularly in regional areas in recent years. Many students from families of temporary visas require immediate access to intensive English provision. However, these school-aged learners are currently not eligible for Commonwealth funding and state funding allocated to assist these students is not adequate.

Solutions

1. ECCQ supports the immediate development and implementation of an ESL policy and multicultural education strategy. The Department of Education in Victoria has implemented a range of innovations including local strategies, funding and flexibility for schools to provide additional support for families and students as required.
2. A well resourced central ESL Unit is needed with considerable expertise to guide the Department, including schools and teachers. Well resourced ESL program officers are also needed in regional offices.
3. Multicultural education aid workers are needed to assist families to provide cultural support and expertise to students and schools.
4. Implement outreach programs for students unable to attend ESL centres or schools, and employ outreach co-ordinators to assist students and schools.
5. Ensure school staff are provided with cultural competency training and ESL expertise.
6. Enhance ESL funding particularly where there is a high number and/or proportion of eligible students.
7. Contingency funding for schools that have substantial changes to their ESL student populations during the year.
8. Develop a support program for ESL students in isolated country areas.
9. Implement fully funded ESL support for dependents of 457 visa holders.
10. Develop a multicultural education policy that includes anti-racism strategies for schools, such as the Victorian Department of Education and Early Childhood Development's Education for Global and Multicultural Citizenship.
11. Further develop ESL curriculums and improve access to cross cultural training and development for principals, non-ESL teachers, school staff, Parents and Friends groups and volunteers involved in schools.
12. Replicate successful models such as Milperra State High School.



Ethnic Communities Council of Queensland Policy Fact Sheets

8. Employment

Issues

Employment plays an essential role in the extent that an individual or household can participate fully in a range of life opportunities. Employment is a basis for building social relationships, learning about the wider community and various aspects of day to day living, developing skills, confidence and a greater capacity to navigate the settlement process.

Lack of employment, no rental history and income derived from social security are also significant issues in the process of securing and sustaining appropriate and affordable housing which in turn can further impact on the capacity to find and sustain employment.

New and emerging communities are often dependent on Centrelink benefits (at least initially) and experience difficulty entering the employment market. Issues can include:

- difficulty with skill/qualification recognition
- language barriers and difficulty accessing sufficient opportunities to learn English to a level needed for employment
- discrimination in the employment market
- lack of established networks and social capital through which employment opportunities might emerge
- lack of stable and affordable housing as a basis for seeking and maintaining employment
- housing affordability issues driving households to live in outer metropolitan, peri-urban and regional areas where transport and employment opportunities are limited
- employment services may lack cultural awareness
- difficulty acquiring a driver's license
- young people, women and certain visa holders may also experience specific issues and additional barriers to employment.

While Australia and Queensland have recorded lower levels of unemployment and strong economic growth (even despite the Global Financial Crisis), some groups of people remain very disadvantaged in terms of employment opportunities. The challenge for the Queensland State government now is to focus on specific target groups that are disadvantaged in the labour market and to set new targets that aim to reduce higher unemployment in these specific communities.

Solutions

1. Develop a specific employment strategy and framework for CALD communities including targets for reducing unemployment overall, and among specific target groups such as women, refugees, young people and new and emerging communities.
2. Funding is required for English language skills training including specific training relevant to professions and vocations (and that reaches beyond metropolitan areas to rural and regional areas).
3. Develop a program with a focus on providing grants to individuals seeking skill/qualification recognition.
4. Provide more assistance for individuals to get a driver's license.
5. Provide further funding and support for the establishment of CALD employment support services.
6. Develop and expand work placement programs that engage the private sector, government and community sector organisations in providing paid work experience.
7. Build the capacity of Queensland employers and professional bodies through education and awareness-raising to reduce discrimination and racism and its impacts on access to jobs.
8. Develop regional programs focussed on employment outcomes, to engage all key stakeholders in generating employment opportunities and also in activities that reduce racism and build capacity to employ a culturally diverse workforce.
9. Set targets for employing a culturally diverse workforce within government agencies.

FOR IMMEDIATE ATTENTION
URGENT MINISTERIAL EVENT BRIEFING NOTE REQUEST

Requested by: Aimee Armstrong, Departmental Liaison Officer, (323 70875)

To: DDG EQ

Subject: Mr Jason Woodforth MP to represent the Minister at the Official opening of the Asperger Centre

Event date: Saturday, 1 September 2012

Date/time required: to zz Departmental Liaison Officer by 3pm 27 August 2012

Today's date: 22 August 2012

The Minister's office has requested an event brief and speaking notes regarding: **Official opening of the Asperger Centre** (Invitation contained within this request).

BRIEF DUE TO DLOs – 27 August 2012

SPEAKING NOTES DUE TO MINISTER'S OFFICE – 28 August 2012

MINISTER'S REP VISIT TO

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues (maximum of 5 dot points).

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officers to prepare an event brief (template attached) and a speech. Please contain your response underneath this request in TRIM.

Preparation instructions

- ① If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- ② **Please TRIM brief and any attachments to Aimee Armstrong, Departmental Liaison Officer, indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring this officer's attention to urgent documents.**
- ④ Any attachments should also be contained under this request and if necessary forwarded to Aimee Armstrong, Departmental Liaison Officer.
- ⑤ Please contact the requesting officer **prior** to the due date should you wish to seek an extension.

SUBJECT: Official Opening of the Asperger Centre

EVENT LOCATION: Unit 1, 16 Yarraman Place, Virginia

DATE: Saturday 1st September 2012 11am to 3pm

ELECTORATE: Nudgee

1. BACKGROUND:

- Asperger Services Australia is a Brisbane based volunteer not for profit organisation established in 1995. It provides support to individuals with Asperger's Syndrome; their parents, carers and families; and service providers and professionals. Stephanie Evans is the Managing Director.
- Asperger Services Australia aims to:
 - give mutual support to people with Asperger's Syndrome and their carers;
 - provide relevant up to date information on Asperger's Syndrome;
 - encourage research into Asperger's Syndrome;
 - promote awareness and engage in community education; and
 - campaign for improved educational services and equal opportunity.
- Asperger Services Australia provide a range of membership options:
 - Forum Membership
 - Individual membership (\$44.00 annually)
 - Family Membership (\$55.00 annually)
 - Group Membership (\$110.00 annually)
 - Corporate Membership (\$242.00 annually)
 - Lifetime (\$990.00).
- Asperger Services Australia is opening an Asperger Centre on the north side of Brisbane due the outcomes of research among their members and callers identifying a need for a specific centre. The centre provides members of the Asperger community with a safe and Asperger-friendly environment to connect with others and receive a wide range of professional support and education services.
- Asperger's Syndrome is an autism spectrum disorder (ASD), one of a distinct group of disorders characterised by social impairment, communication difficulties, and restrictive, repetitive, and stereotyped patterns of behaviour. Other ASDs include autistic disorder, childhood disintegrative disorder, and pervasive developmental disorder not otherwise specified (usually referred to as PDD-NOS).

2. CURRICULUM INITIATIVES

- Asperger Services Australia run professional development conferences and provides free information to education staff whilst financial members have access to the lending resource library.

3. FUNDING

- The service does not receive funding from the Department of Education, Training and Employment.

4. CONTENTIOUS ISSUES

- The Department is not aware of any contentious issues.

5. FUNDING/PROGRAMS

- This Government has committed an additional \$9.5 million over 3 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 including students with Asperger's Disorder.
- This Government has also committed \$3.5 million to eLearning initiatives for students with special needs. This is for the provision of tablets for use by students with special needs, including students with Asperger's Disorder, in State Schools and non-Government schools with special education programs.
- The Department is developing centres of expertise in ASD under the *More Support for Students with Disabilities National Partnership* with each centre collaborating with a university to undertake further research in ASD. It is proposed a website will be developed to share professional development resources developed by the Centres of Expertise.
- The Department has also committed as an essential participant in the bid process for the development of an Autism Cooperative Research Centre (CRC) in Queensland. Program 2 – enhancing Learning and Teaching is focused on addressing the urgent need to identify appropriate educational environments and programs for students with ASD so they have the best chance of social, behavioural and academic success. The proposed research outputs and milestones include evidenced-based classroom and schools models and practices to optimise the learning environment for students with ASD.
- The Department has provided funds directly to Autism Queensland and the AEIOU Foundation to research, develop and produce resources for a web-based transition-to-school package for children with ASD.
- The *ASD Online Transition Resource Package* is a joint project between the Department, AEIOU Foundation and Autism Queensland in collaboration with the Department of Communities, Child Safety and Disability Services. It was officially launched by the Minister for Education, Training and Employment on 29 August 2012.
- The resource package is designed to support educators, parents and carers in assisting children with ASD to make a smooth transition into Queensland's state schools through evidence-based practices and supports.

APPROVED Sharon Mullins, Acting ADG Education Queensland	Date:23/08/12
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APPROVED Mark Campling, ADG Education Queensland	Date:24/08/12
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Reference: 12467

3 July 2012

The Hon John-Paul Langbroek MP
Minister for Education, Training
and Employment
PO Box 15033
CITY EAST QLD 4002

Dear Minister

Asperger Services Australia Ltd (ASA) is pleased to enclose your invitation to the Official Opening of the Asperger Centre.

ASA is a not-for-profit volunteer organisation providing advocacy, information and referral support, and access to specialist services for individuals with Autism Spectrum Conditions (ASC), particularly Asperger's Syndrome (AS), and their families/carers. ASA also provides awareness and education about Asperger's Syndrome to professionals, Government departments, disability service providers, and the wider community.

ASC refer to a spectrum of lifelong neurological conditions that characterise mild to severe deviations or impairments in three key domains, specifically communication, social functioning, and restricted interests/repetitive behaviours, and describe differences in the severity of symptoms associated with maladaptive behaviours, and elevated sensory and regulatory difficulties.

The Asperger Centre is the **first of its kind and unique to Australia** because it provides, in one location, access to non-clinical support services and specialist services. The range support services available at the Asperger Centre are designed to address key developmental areas across the lifespan and tailored to suit the changing needs of individuals with AS.

Due to the complex nature of ASC, individuals may require the services of a range of different specialists. ASA has secured several psychologists to provide consultations at the Asperger Centre, and is currently seeking the services of speech pathologists, occupational therapists, and nutritionists.

ASA recognises the urgency in addressing the needs of individuals with AS in relation to employment-related matters. Accordingly, ASA is seeking to partner with employment service providers to conduct vocational counselling, pre-employment assessments and job placements at the Asperger Centre for ASA subscribers.

We hope you will consider attending the Open Day on Saturday, 1 September and we look forward to welcoming you to the Asperger Centre. Please kindly **RSVP by Friday, 17 August**.

Yours sincerely

s 47(3)(b) - contrary to public interest

Stefanie Evans
Managing Director
Enc

ASPERGER
SERVICES AUSTRALIA LTD

ACN 153 205 764 ABN 40 153 205 764



Official Opening

The Hon John-Paul Langbroek MP

Asperger Services Australia Ltd cordially invites you
to the Official Opening of the Asperger Centre

Saturday, 1 September 2012

1pm – 2pm

Unit 1 • 16 Yarraman Place • Virginia

Special Appearances

Centre Tours

Entertainment

RSVP

17 August 2012

Stefanie Evans – 07 3865 2911 – office@asperger.asn.au

This important program to help people with Asperger's Syndrome, began with a small group of parents in 1995.

Since its inception, the organisation has been in contact with more than 5,000 people affected by Asperger's Syndrome.

Asperger Services Australia helps provide links between parents, professionals, schools, service providers and other organisations. We offer:

- Regular Newsletters
- Information and Referral Services
- Coffee Mornings
- Family Activities
- Networking Support



Local support groups currently hold monthly meetings for members and the community throughout South East Queensland.

Asperger Services Australia also promotes family support and support groups for young adults and adults over 40. We offer access to the most comprehensive library of books and DVD's about Asperger's Syndrome in Australia. The web page (with a discussion board) is an excellent way of accessing information.

How you can help

Asperger Services Australia organises regular professional development and information conferences, seminars and workshops to provide a focal point for people living with Asperger's Syndrome. Carers, friends, family, employers, teachers and medical professionals are all included. These events are underpinned by contributions from leading researchers and speakers in health, education and employment. Their reflections offer profound and sometimes amusing insights into life with Asperger's Syndrome.

As an individual you can help by:

- Attending one of our events and learning more about Asperger's Syndrome
- Visiting our website for up to date information and joining in discussions on our forum
- Thinking of someone who might benefit by knowing about Asperger's Syndrome
- Developing awareness by discussing Asperger's Syndrome with family and friends

Corporate Partners

Asperger's Syndrome has deserved more public funding than it has traditionally attracted due to the competing demands of more visible disabilities, which are considered more pressing. However, Asperger Services Australia is receiving increasing numbers of enquiries each day from families, schools, the police and other government agencies for help and advice. Many people with Asperger's Syndrome are at risk of being lost to the justice system, unemployment and depression if they do not get an accurate diagnosis, and learn helpful strategies.

As an organisation you can help by:

- Becoming a funding partner by making a tax-deductible donation to support our important work. We are keen to promote our corporate partners to our growing membership.
- Considering employing someone with Asperger's Syndrome. Because of their unique ability to focus on detail, in the right role an AS person could become the best employee you ever have!

Become a member or sponsor the essential work of this unique and important organisation today by contacting:

Asperger Services Australia Ph: 07 3865 2911
P O Box 159, Virginia Qld 4014 Fax: 07 3865 2838
www.asperger.asn.au email: office@asperger.asn.au

Published by the Asperger's Syndrome Support Network (Qld)
Inc. ABN 14 380 008 228 (Feb 07)

ASPERGER'S SYNDROME

... WHAT IS IT?



Explore & discover the
opportunities & challenges
of Asperger's Syndrome

**ASPERGER
SERVICES AUSTRALIA**
(Asperger's Syndrome Support Network (Qld) Inc)



Ambassador: **Kate Jones**, MP Ashgrove
Roving Ambassador: **Mr Greg Cary**, Talk Radio 4BC

What is Asperger's Syndrome?

Asperger's Syndrome (AS) is now a world wide recognised disability.

AS people are prone to extreme sensitivity to sensory inputs hardly noticed by others: sound, light, touch, taste, tactile defensiveness, and change. These difficulties combine with the reduced ability to read social signals, and create real problems for AS people of any age, causing extreme frustration, and elevated anxieties in daily life.

AS people can become high achievers, and often demonstrate phenomenal intellectual skills. In fact, renowned geniuses Albert Einstein and Wolfgang Amadeus Mozart are among many famous people considered to have experienced Asperger's Syndrome. However, these skills are often overshadowed by inability in the social and emotional aspects of life. They can find themselves shut out of suitable employment, friendships and social situations.

Asperger's Syndrome forms part of the autism spectrum and involves a different way of thinking. People with AS are quite likely to develop high levels of ability and expertise in specific areas of work and professional life. Without a formal diagnosis however, and the implementation of appropriate life strategies, these people can experience significant problems "fitting in". They tend to read social signals differently from other people, and without understanding from people around them this causes much frustration and despair for the individuals, their families and friends. Life can be difficult at school or in the workplace due to a lack of social awareness and appropriate responses.

An Asperger's Syndrome Perspective

"While somebody with AS appears to look like other people on the surface, his or her extreme sensitivities, different social priorities and interests, and anxieties can lead to isolation, either by choice or necessity.

With the understanding of non-spectrum people, those of us with AS can thrive in a less hostile, low energy environment. Low stress, low energy environments and routine are fundamental to AS people in their lives. Early diagnosis and assistance helps AS people to acquire new social skills, coping strategies and make the most of their considerable potential. AS people have contributed much to the 21st century lifestyle we now enjoy, just think of leaders and innovators in the fields of information technology, forefront economists, scientists, performers and artists. AS people today more than ever deserve your understanding, help and support."

*- Harold Stone, Hon. President,
Asperger Services Australia*



Activities including the computer club are devised to assist people with Aspergers Syndrome develop special interests.



Asperger Services Australia has been widely acknowledged with awards for providing essential services to people with Aspergers Syndrome.



Asperger's Syndrome can affect several members of a family. While it presents unique challenges, life can be managed with the right support and understanding.

How does Asperger Services Australia help?

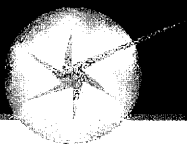
Asperger Services Australia (ASA) exists to:

- Enable people with Asperger's Syndrome and their families achieve success in life
- Tap into real potential for our society
- Give hope and facilitate positive outcomes

The ASA complements the work of the Asperger's Syndrome Support Network (ASSN), a volunteer support network incorporated in Queensland, which helps people in all walks of life manage the issues related to living with Asperger's Syndrome.

The ASA's key roles are to:

- provide education and professional development opportunities to those in the fields of teaching, medical practice, and work placement, to develop a wider, cross-community understanding of people who are experiencing Asperger's Syndrome.
- promote recognition of the special qualities which these often very intelligent, focussed, capable and articulate people offer in the workforce, school and wider community.
- foster recognition in the community of the difficulties people with Asperger's Syndrome experience in "joining in", due to their direct, single-minded approach to social situations which "neuro-typicals" take for granted.



Draft Running Sheet / Program – Open Day

8am	SET UP BEGINS
11am	<p>OPEN DAY BEGINS</p> <p>People arrive and enjoy activities (eg facepainting, balloon twisting, Guess How Many, baby animals farm), and browse stalls in warehouse (Asperger Centre closed until official opening)</p> <p>Live music STARTS in the park – Rock’n Rod & Mumbo Jack (Mark), Paul</p>
11.30	<p>ASPERGER CENTRE TOUR 1</p> <p>Announcement made by PA on the balcony that tour of the Asperger Centre leaving outside main entrance</p>
12.00-1.00	Ginger Sports (organised kids sporting activities)
12.30	<p>ASPERGER CENTRE TOUR 2</p> <p>Announcement made by PA on the balcony that tour of the Asperger Centre leaving outside main entrance</p>
1.30pm	<p>Live music ENDS</p> <p>Announcement made by MC to signal the Official Opening (Mark)</p> <p>Jason Woodforth MP</p> <p>Professor Tony Attwood</p> <p>Ribbon is cut symbolising the opening of the Asperger Centre</p> <p>Cake cutting</p>
2.00pm	<p>Raffle Prizes Drawn using PA system (Mark)</p> <p>Live music STARTS again in the park – Rock’n Rod & Mumbo Jack (Mark), Paul</p> <p>People enjoy activities (eg face painting, balloon twisting, Guess How Many, baby animals farm) and browse stalls</p>
2.30pm	<p>ASPERGER CENTRE TOUR 3</p> <p>Announcement made by PA on the balcony that last tour of the Asperger Centre leaving outside main entrance</p>

3.00pm	CLOSE Live music ENDS Announcement made by MC to thank visitors for attending, businesses for supporting ASA etc. and wish everyone farewell and a safe journey home (Mark)
4.00pm	PACK DOWN

FUNCTION PROTOCOL FORM

**Mr Jason Woodforth MP,
Member for Nudgee**

NAME OF ORGANISATION	Asperger Services Australia Ltd
PURPOSE OF FUNCTION	Family Fun Open Day to officially open the Asperger Centre at Virginia
TIME / DATE OF FUNCTION	11am to 3pm on 1 September 2012
VENUE AND ADDRESS	Unit 1, 16 Yarraman Place, Virginia
REPRESENTATIVE'S ROLE <i>(ie speech, present awards, etc)</i>	Speech
OTHER DIGNITARIES ATTENDING	Victoria Newton Cr, Professor Tony Attwood
LATEST ARRIVAL TIME	1.00 pm
EARLIEST DEPARTURE TIME	1.45 pm
DRESS REQUIREMENT	Smart Casual
EMERGENCY CONTACT FOR THIS EVENT	Stefanie Evans
MOBILE	s 47(3)(b) - contrary to public interest
EMAIL	
CAR PARKING ARRANGEMENTS <i>(Please provide as much detail as possible.)</i>	Free car parking is available along Yarraman Place.
ENTRANCE AT WHICH THE REPRESENTATIVE SHOULD ARRIVE	Main driveway into 16 Yarraman Place
SPEECH DETAILS	
PROJECT FUNDED BY PROPORTIONS	Nil
SPEECH TOPIC	Importance of the Asperger Centre, the only one in Australia. ASA has been recently approved for Community Access, but funding it not available.
LENGTH OF SPEECH	10 minutes maximum
SPEECH TO BE DELIVERED OUTDOORS / INDOORS	Outdoors
LECTERN AVAILABLE	No – microphone available

AUDIENCE SITTING / STANDING	Standing
AUDIENCE PROFILE	Children and adults who have Asperger's Syndrome and their families
NO. OF PEOPLE ATTENDING	50-100
MEDIA ATTENDING	TBA
OTHER IMPORTANT NOTES	

RUN SHEET	
Event:	Family Fun Open Day
Venue / Address:	Unit 1, 16 Yarraman Place, Virginia
Day / Date:	Saturday, 1 September 2012
Time:	1.20 pm
Representative will be met by:	Stefanie Evans #7(3)(b) - contrary to public interest
Mobile contact number:	
Acknowledgments:	
Thanks:	To the volunteers and businesses who have donated items for the open day. Thank you to the members for their ongoing support of ASA.
Time	Activity
	Proposed running sheet attached.

LIST OF ATTENDEES

(Please complete the table below or attach a separate list in a similar format.)

Name	Position	Company

[Please insert the forwarding details here]

FOR IMMEDIATE ATTENTION
URGENT MINISTERIAL EVENT BRIEFING NOTE REQUEST

Requested by: Departmental Liaison Officer, 3247 4093

To: EQ & CEP
Subject: Peter Doherty Awards presentation
Event date: Friday, 5 October 2012
EQ date/time required: 3pm Wednesday 19 September 2012
CEP date/time required: Friday 28 September 2012
Today's date: Tuesday 11 September 2012

The Minister's office has requested a Ministerial Event Briefing Note, Function Profile, Run Sheet, Media Release, Media Alert and Speech regarding:

- The Minister is attending the Peter Doherty Awards presentation event at the Customs House on Friday 5 October 2012 where he will speak and present the awards.

EQ

- MINISTERIAL EVENT BRIEFING NOTE, FUNCTION PROFILE, RUN SHEET

CEP

- MEDIA RELEASE, MEDIA ALERT AND SPEECH

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues (maximum of 5 dot points).

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officers to prepare an Ministerial Event Briefing Note, Function Profile, Run Sheet, Media Release, Media Alert and Speech. Please contain your response underneath this request in TRIM.

Preparation instructions

- ① If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- ② **Please TRIM brief and any attachments to zz Departmental Liaison Officer, indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring this officer's attention to urgent documents.**
- ④ Any attachments should also be contained under this request and if necessary forwarded to Departmental Liaison Officer.
- ⑤ Please contact the requesting officer **prior to** the due date should you wish to seek an extension.

**SUBJECT: PETER DOHERTY AWARDS FOR EXCELLENCE IN SCIENCE AND SCIENCE
EDUCATION — PRESENTATION CEREMONY**

EVENT LOCATION: Customs House, 399 Queen Street, Brisbane

DATE: Friday, 5 October 2012

PRINCIPAL / HOST / DIRECTOR: Ms Anne Schafer, Director, State Schooling Operations
and Strategy

ELECTORATE: Various

1. BACKGROUND:

- The Peter Doherty Awards for Excellence in Science and Science Education commenced in 2004 and recognises students, teachers, schools, support officers, volunteers, mentors and organisations that demonstrate an outstanding and innovative contribution to science and science education in Queensland.
- The number of awards to be awarded in each category in 2012 are:
 - 10 Peter Doherty Outstanding Senior Science Student Awards
 - 10 Peter Doherty Outstanding Teacher of Science Awards
 - 1 Peter Doherty Science Support Officer Award
 - 1 Peter Doherty Science Education Partnership Award
 - 2 Outstanding School Science Awards
- The Minister has been invited to speak for four minutes at the ceremony to thank the science educators, students and partners for their contribution to science education and to talk about the importance of science education to Queensland as well as present the awards to the winners.
- The Director-General will assist the Minister with the presentations.
- The Master of Ceremonies is Ms Bernie Hobbs and Guest Speakers include Dr Geoff Garrett, Queensland Chief Scientist and Professor Mark Kendall who was one of the winners of the inaugural *The Australian Innovation Challenge* awards for leading the research team responsible for developing the Nanopatch.

2. FUNDING

- These awards are funded by the Department of Education, Training and Employment.

3. CONTENTIOUS ISSUES

- There are no contentious issues associated with these Awards.

APPROVED: Assistant Director-General

Date:
17/09/12

Comments:

FUNCTION PROTOCOL FORM**Minister John-Paul Langbroek MP****Minister for Education, Training and Employment**

NAME OF ORGANISATION	Department of Education, Training and Employment
PURPOSE OF FUNCTION	Awards presentation ceremony for the Peter Doherty Awards for Excellence in Science and Science Education
TIME / DATE OF FUNCTION	Friday, 5 October 2012 – 1.30pm – 2.30pm
VENUE AND ADDRESS	Customs House, 399 Queen Street
MINISTER'S ROLE <i>(ie speech, present awards, etc)</i>	Speech (4 minutes) and presenting awards and thankyou gifts
OTHER DIGNITARIES ATTENDING	Dr Geoff Garrett, Queensland Chief Scientist Professor Mark Kendall, University of Queensland Ms Julie Grantham, Director-General
LATEST ARRIVAL TIME	1.15pm
EARLIEST DEPARTURE TIME	2.30pm
DRESS REQUIREMENT	Business attire
CAR PARKING ARRANGEMENTS <i>(To assist the Minister's driver please provide as much detail as possible.)</i>	No parking available on-site. Guests may be dropped off on the driveway to the left of Customs House or in the loading zone directly opposite, on the other side of Queen Street. Please note the kerb directly in front of Customs House is a 'no standing' zone. Car parking is available at Emirates House, Secure Parking, 167–175 Eagle Street.
ENTRANCE AT WHICH THE MINISTER SHOULD ARRIVE	Queen Street entrance
MINISTER WILL BE MET BY	Ms Marg Pethiyagoda, Assistant Director-General, State Schooling Operations and Strategy
EMERGENCY CONTACT FOR THIS EVENT	Terri Burnet – Mobile (3)(b) - contrary to public inter terri.burnet@dete.qld.gov.au
MOBILE	Corinne Scholl – Mobile (3)(b) - contrary to public inter
EMAIL	corinne.scholl@dete.qld.gov.au

AUDIENCE PROFILE	Award recipients including teachers, school principals, students, support officers, representatives from schools, parents, tertiary and external organisations.
NO. OF PEOPLE ATTENDING	80 - 100
MEDIA ATTENDING	TBC
ACKNOWLEDGEMENTS	Award recipients, Dr Geoff Garrett, Prof Mark Kendall, MP's (TBC)
THANKS	

OTHER IMPORTANT NOTES	
ACCOMPANYING THE MINISTER	Please assume that the Minister will be accompanied by an advisor, unless otherwise advised.
ACKNOWLEDGEMENT GIFTS	Please note that unless it is a cultural exchange, the Minister would prefer any acknowledgement gifts to be donated to charity or used to help fundraise.

**PETER DOHERTY AWARDS FOR EXCELLENCE IN
SCIENCE AND SCIENCE EDUCATION**

**RUN ORDER
HON JOHN-PAUL LANGBROEK
MINISTER FOR EDUCATION, TRAINING AND EMPLOYMENT**

Friday, 5 October 2012
1.30pm – 2.30pm (refreshments to follow)
Customs House, 399 Queen Street, Brisbane

Timeline (minute by minute)	Describe action and person/s
1.00pm	Arrive at Customs House Met by Marg Pethiyagoda (ADG, State Schooling Operations & Strategy) at main entrance
1.15pm	Photo opportunity with Guest Speakers, Professor Mark Kendall, Queensland Chief Scientist Dr Geoff Garrett, MC Bernie Hobbs and the Director-General
1.30pm	Formal proceedings begin MC Bernie Hobbs welcomes guests and introduces Peter Doherty's AV address
1.34pm	Prof Peter Doherty AV address to guests (3.5 minutes)
1.37pm	MC Bernie Hobbs introduces the Minister
1.38pm	The Minister addresses guests (4 minutes)
1.42pm	MC Bernie Hobbs addresses guests (4 minutes)
1.46pm	MC Bernie Hobbs invites the Minister and the Director-General to the stage to present the first three categories of the awards. Certificates are presented as the MC reads the names followed by a photo with Minister and DG.
2.03pm	MC Bernie Hobbs introduces Dr Geoff Garrett, Queensland Chief Scientist
2.04pm	Dr Geoff Garrett addresses guests (4 minutes)
2.08pm	MC Bernie Hobbs introduces Prof Mark Kendall, Team Leader, Australian Institute for Bioengineering and Nanotechnology, The University of Queensland
2.09pm	Prof Mark Kendall addresses guests (4 minutes)
2.13pm	MC Bernie Hobbs invites the Minister and the Director-General to the stage to present the final two categories of the awards. Certificates are presented as the MC reads the names followed by a photo with the Minister and the DG.
2.32pm	MC Bernie Hobbs concludes the formal proceedings and asks the Minister to remain on stage to present thank-you gifts to Prof Mark Kendall and The Gap State High School students and teacher. The Minister and Prof Mark Kendall are asked to remain on stage and MC Bernie Hobbs invites the Director-General, guest speakers and awardees on stage for photographs.
2.35pm	Afternoon tea commences
3.45pm	Function concludes.
KEY CONTACTS	
Terri Burnet Principal Education Officer State Schooling Operations and Strategy Phone: 07 3237 1032 Mobile: 3(b) - contrary to public int	Corinne Scholl Executive Officer State Schooling Operations and Strategy Phone: 07 3234 1661 Mobile: 3(b) - contrary to public int

2012 PETER DOHERTY AWARDS CEREMONY & PRESENTATION (5 OCTOBER 2012)

Minister's speaking points:

- These awards recognise the scientific talent of students, teachers and researchers from across the state. You are all deserving winners and I thank you for your commitment to science and science education.
- Science and science education are fundamental to shaping the future of Queensland. Today our children live in a different world to the one in which we grew up; science increasingly underpins more professions and trades.
- A workforce with scientific literacy is essential to Queensland's future prosperity. It is important that there is a significant percentage of the workforce employed in science, technology, engineering and mathematics fields to ensure sustained economic growth.
- The Queensland government is committed to promoting science and science education; these awards are just one way we do this.
- These awards acknowledge the importance of science education in Queensland and commend the students, teachers, support officers and community partners who demonstrate science excellence.
- Science education in schools empowers students to be questioning, reflective and critical thinkers to deal with decisions about everyday problems. It does this by emphasising the importance of inquiry and evidence in forming conclusions.
- It is an historic time for science education in Australia with the development of the national curriculum.
- To achieve a scientifically engaged Queensland, we must develop a culture where science and science education are recognised as relevant to everyday life. Today's winners exemplify this, and I congratulate you all on your efforts.

<< MINISTER TO HAND OUT AWARDS >>

Drafted by: Steve Rosenthal, Snr Comms Officer, CCM x71343

Approvals:

Marg Pethiyagoda, ADG Education Queensland, x70157

FOR IMMEDIATE ATTENTION
MINISTERIAL IBN BRIEFING NOTE REQUEST

Requested by: Jan Viking Ramstrom, Departmental Liaison Officer, (3006 4614)

To: DDG EQ
Subject: R U OK Day
Event date: Thursday, 13 September 2012
Date/time required: to zz Departmental Liaison Officer by 20 August 2012
Today's date: Friday, 10 August 2012

The Minister's office has requested a Ministerial IBN, Speaking notes and a Media Release regarding:
R U OK Day – Thursday, 13 September 2012.

Brief is to include a status/progress update, general information and any contentious issues.

One page of speaking notes and a media release is also required from CCM.

IBN REQUEST – DUE TO MESU 3PM 20 AUGUST 2012

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised or may exist regarding the subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues (maximum of 5 dot points).

CCM to prepare Speaking notes – DUE TO MO 4PM 5 SEPTEMBER 2012

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officers to prepare an event brief and speech. Please contain your response underneath this request in TRIM.

Preparation instructions

- ① If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- ② **Please TRIM brief and any attachments to zz Departmental Liaison Officer, indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring this officer's attention to urgent documents.**
- ④ Any attachments should also be contained under this request and if necessary forwarded to Departmental Liaison Officer.
- ⑤ Please contact the requesting officer **prior** to the due date should you wish to seek an extension.

Minister's Office File Ref:	
Department File Ref:	12/307071

Briefing Note

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

Action required: For Noting
Action required by: N/A
Urgent – Information requested by the Minister's office

SUBJECT: R U OK? DAY

Summary of key objectives

- R U OK? Day, 13 September 2012, is an initiative of an independent, not-for-profit organisation called R U OK? which provides national focus and leadership on suicide prevention.
- R U OK? Day is not an initiative of the Department of Education, Training and Employment.
- R U OK? messages align with the Department's *Learning and Wellbeing Framework* which guides schools in the development of whole school approaches to supporting wellbeing.

Key issues

1. R U OK? is a national day of action to reduce suicide rates by empowering Australians to have open and honest conversations and stay connected with people in their lives.
2. The R U OK? website provides resources developed for a range of contexts including *R U OK? at School*. (<http://www.ruokday.com.au/resources-for-you/r-u-ok-at-school/>)
3. Research shows schools play an important role in suicide prevention by supporting the social and emotional wellbeing of students - providing them with the skills, knowledge, attitudes and behaviours to enable them to maintain good mental health and cope effectively with difficult situations.
4. The Department's *Learning and Wellbeing Framework* (the Framework) and supporting procedures aim to support students' wellbeing as well as promote good mental health and help-seeking behaviours in our students.
5. The Framework supports Queensland state schools to create, enhance and maintain positive school cultures and embed student wellbeing in all aspects of school life. It incorporates aspects of current practice across Queensland state schools and supports schools to:
 - acknowledge the importance of wellbeing;
 - develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility; and
 - embed social and emotional capabilities within the general curriculum.
6. The Framework coordinates school activities across four domains:
 - the learning environment;
 - curriculum and pedagogy;
 - policies and procedures; and
 - partnerships.

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Department File Ref:	12/307071

7. Schools implement the Framework in a way that meets the specific needs of their school community. This may include utilising external programs such as R U OK? resources, *MindMatters*, *KidsMatter* or *You Can Do It!* to compliment their whole school approach.
8. To support implementation of the Framework, the Department has published a number of case studies on its Learning and Wellbeing website that showcase the practice of the following schools across the State:
 - Badu Campus of Tagai State Campus
 - Brisbane State High School
 - Dirranbandi P-10 State School
 - Goodna State School
 - Home Hill State School
 - Mabel Park State High School
 - Northern Beaches State High School
 - Talara Primary College (Badu Island Campus)
 - The Willows State School
 - Varsity College.
9. To further support Queensland state schools, the Department engaged Dr Michael Carr-Gregg to conduct a series of seminars to support schools in implementing the Framework, and to provide parents with practical strategies for supporting the wellbeing of their children.
10. These seminars commenced in April 2012 and concluded 3 August 2012 – covered 14 Queensland locations and approximately 3039 principals, school staff and parents attended the seminars.
11. The seminars addressed effective communication with adolescents, building resilience in young people, dealing with risk-taking behaviours and the application of positive psychology interventions for principals, teachers and parents.
12. To reinforce the messages of the seminars, four webisodes (or online video clips) featuring Dr Carr-Gregg are available from the Department's Learning and Wellbeing website (<http://deta.qld.gov.au/initiatives/learningandwellbeing/resources.html>) covering:
 - the secrets of effective communication with young people;
 - how to build resilient young people;
 - the 8 secrets of happy young people; and
 - a crash course in the developmental psychology of young people.
13. By working together with schools, parents can give their children the best possible chance to feel and function well both at home and in school.

Background

14. R U OK? Day was launched in 2009 at Parliament House, Canberra by former Australian Health Minister, the Honourable Nicola Roxon.
15. Free resources tailored to students and teachers are available from the R U OK? website at <http://www.ruokday.com.au/resources-for-you/r-u-ok-at-school/> including factsheets, classroom activities and links to online content.

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Department File Ref:	12/307071

16. These resources align with the social and emotional competencies embedded within the curriculum and are consistent with the Learning and Wellbeing Framework's approach to promoting connectedness and the importance of accessing and providing support across the school community (with peers, teachers, support staff and parents).
17. The Department does not endorse any particular programs. Schools make decisions at a local level about programs that are most appropriate for their communities.

Right to information

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

Recommendation

That the Minister

Note the information in relation to R U OK? Day.

NOTED



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

11/9/12

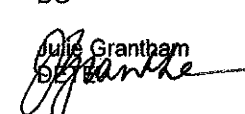
☐ Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED

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

1 1

Minister's comments

Action Officer Michelle Ruthenberg	Endorsed by: Director	Endorsed by: A/ADG	Endorsed by: DG
Principal Advisor Education Queensland	Hayley Stevenson Operations and Reviews	Sharon Mullins State Schooling Operations and Strategy	Julie Grantham 
Tel: 323 70029	Tel: Mob: Date: / /	Tel: 32370157 Mob: Date: 24/8/12	Tel: Mob: Date: 23/8/12

R U OK? Day (13 September, 2012).

Minister's speaking points for Radio interviews – no event.

- R U OK? day is an initiative of an independent, not-for-profit organisation called R U OK? which is taking a national approach to addressing suicide prevention. It encourages open, honest conversations which can support and reassure people at risk.
- R U OK? messages align with DETE's *Learning and Wellbeing Framework*, which state schools use as a guide to help them develop their own approaches to supporting student wellbeing.
- While the department does not endorse any particular program in this area, schools are able to make decisions at a local level about programs that are most appropriate for their communities. The R U OK? resources may complement their approach.
- Research shows that schools play an important role in suicide prevention by supporting the social and emotional wellbeing of students.
- The department's *Learning and Wellbeing Framework* aims to help schools support wellbeing and promote good mental health and help-seeking behaviours in our students.
- It assists schools to create and maintain positive cultures, embed student wellbeing in all aspects of school life, and provide students with the skills, knowledge, attitudes and behaviours to help them cope effectively with difficult situations.
- Case studies on the department's website, showcase the great work occurring in Queensland state schools to enhance wellbeing for learning and life: <http://deta.qld.gov.au/initiatives/learningandwellbeing/resources.html>
- Earlier this year, the department engaged highly respected psychologist Dr Michael Carr-Gregg to deliver a series of seminars for schools and parents; providing practical strategies for supporting the wellbeing of students.
- These were held from April to August 2012 in 14 locations across the State, and were attended by more than 3000 principals, school staff and parents.
- I encourage everyone to take an active role in maintaining their own wellbeing, supporting their friends and family and encouraging those close to them to seek help when they need it.

Approvals

Michelle Ruthenberg, Manager, Government Liaison and Projects, tel 3237 0029

Hayley Stevenson, Director, Government Liaison and Projects, tel 3237 0588

Sharon Mullins, Acting ADG, Education Queensland State Schooling Operations and Strategy tel 3224 5530

(Lyn McKenzie, Deputy Director-General, Education Queensland tel 3237 0619 requested material to be progressed with ADG (Sharon Mullins) only approval)

MINISTERIAL MEETING BRIEF REQUEST

Requested by: Departmental Liaison Officer (324 74093)

To: Education Queensland
Subject: Minister to meet with Dyslexia Association
Date/time required: 3pm, Wednesday, 26 September 2012
Today's date: Wednesday, 16 January 2013

- Please provide an IBN, for the Chief of Staff to note.
- Please see letter contained within this request.

The brief should address/include, without restricting it to, the following:

1. Address any issues that may be raised-or may exist-regarding the meeting subject, attendees and/or venue.
2. Provide detailed information about any relevant contentious issues and suggested responses to those issues.
3. Provide only relevant background information that may assist understanding of any issues.

When a departmental representative is requested to attend, please ensure they have noted the appointment in diary for attendance. Please also advise the requesting officer of the rep and indicate in the briefing and in TRIM notes.

Thank you for your assistance in providing this information by the date/time required.

Action required

- ☒ Action Officer to prepare IBN.

Preparation instructions

- If this brief requires additional information from another branch/directorate within the department, please liaise with the appropriate person to submit one consolidated response.
- Please TRIM brief and any attachments to *zz Departmental Liaison Officer* indicating in the TRIM notes that it has been approved by the appropriate officers. Please bring to MESUs attention any urgent documents.
- Any attachments and/or correspondence prepared for Ministerial signature should also be contained under this request *and* forwarded with request to *zz Departmental Liaison Officer*.

PLEASE NOTE – the brief must progress through MESU and have DG approval prior to meeting the MO deadline.

Minister's Office File Ref:	
Department File Ref:	12/345585

Briefing Note

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

Action required: For Noting

Action required by:

Urgent – Information to support meeting with The Dyslexia Association Inc.

SUBJECT: Minister to meet with The Dyslexia Association

Summary of key objectives

1. To provide the Minister with information regarding:
 - dyslexia, including how it is defined and recognised, and the support provided by the Department of Education, Training and Employment; and
 - the considerations associated with creating a taskforce to investigate supports for students with dyslexia.

Key issues

2. On 17 August 2012, Ms Brenda Baird, President of *The Dyslexia Association* sent a letter requesting that consideration is given to creating a taskforce which will create a work plan to support children with learning difficulties including dyslexia.
3. Ms Baird also reiterated her request for a meeting with the Minister for Education, Training and Employment when the Management Committee of *The Dyslexia Association* meets on 18, 19 and 20 September 2012. She originally requested a meeting in an email sent on 5 July 2012.
4. The Minister's response to the original letter stated that he was unable to meet due to his work schedule, but outlined the strategies the Department uses to support students with dyslexia.
5. 'Dyslexia' is a very broad term that literally means 'trouble with words'. There is no agreed national or international definition or diagnostic criteria for dyslexia.
6. Under the definition of disability in the *Disability Discrimination Act 1992* (DDA), dyslexia is recognised as a learning disability and the Department is obliged to recognise dyslexia and address the barriers associated with learning.
7. Currently dyslexia is not considered a diagnosis by the Diagnostic and Statistical Manual of Mental Disorders (DSM) IV or the International Classification of Diseases (ICD) 10. Both the DSM IV and ICD 10 do however recognise 'Reading Disorder'.
8. 'Reading Disorder' and 'Specific Learning Disability' are not specific categories within the Department's Education Adjustment Program (EAP).
9. School-wide processes direct assistance to students with differing levels of need through a continuum of support across three layers. Support is based on student learning needs identified through ongoing monitoring and assessment data. Evidence based teaching and interventions become more focused at each layer with increasing involvement of support and specialist staff.

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10. Students are supported by a range of student support services such as speech-language therapy services, guidance support, behaviour support, learning support, use of assistive technology, alternate format materials and special provisions for assessment. This support is available for students with specific learning disabilities.
11. This Government has committed an additional \$10.9 million over 4 years for speech-language pathologists (SLPs) in Queensland state schools to support students who face learning challenges
12. State schools have access to a Support Teacher (Literacy and Numeracy). The role of the Support Teacher (Literacy and Numeracy) is to work within school teams and with classroom teachers, supporting them with advice and co-teaching, and to provide intensive literacy and numeracy teaching to students where appropriate.
13. As a result of an identified need to increase information about specific learning disabilities, including dyslexia, the Department has worked closely with Specific Learning Difficulties Association Queensland (SPELD).
14. An additional \$26 million over four years has been committed by the Queensland Government to provide principals with the opportunity to select literacy and numeracy programs and resources that are matched to the needs of their students.
15. Schools may choose to direct these programs and resources towards assisting students with specific learning disabilities, including dyslexia, to develop their reading, writing and maths skills.
16. Schools have the autonomy to select and provide programs which best meet the needs of their students.
17. Professional development modules have been designed for Support Teachers (Literacy and Numeracy) to develop the skills and knowledge to assist them to work effectively within a whole school approach.
18. These modules were facilitated state-wide during 2010 to address the development of literacy across the years of schooling. These modules are available for regional facilitators to use as part of professional development for Support Teachers, especially Support Teachers newly appointed to the role.
19. All Support Teachers were able to access the five day literacy professional development program developed as part of Literacy: The Key to Learning Framework (2007 -2010).
20. The Department recognises that literacy and numeracy are fundamental to successful learning in all curriculum areas and has established the Literacy Professional Learning Community online.
21. This Professional Learning Community provides school leaders and teachers with advice and materials to support them in developing the literacy skills of their students.
22. The *More Support for Students with Disability National Partnership* (MSSWDNP) is an Australian Government partnership designed to support schools to provide quality, inclusive education for students with disability.
23. MSSWDNP will provide the Department with an additional \$33 million over two years (2011–12 to 2013–14) to ensure that schools and teachers have the additional support that they need to cater for students with disability. MSSWDNP has an output specific to increasing teacher's knowledge of particular learning disability, including dyslexia.

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Implications

24. The Department requires schools to make reasonable adjustments to ensure students with disability, whether they meet EAP criteria or not, are able to participate in education on the same basis as students without disability.
25. Given the suite of activities that Education Queensland is currently implementing in state schools that address the issues being raised by the Dyslexia Association, creating a task force to investigate the best way to support students with learning difficulties would not be recommended at this stage until the outcomes of the strategies have been evaluated.

Background

The Dyslexia Association

26. The Dyslexia Association is a registered non-profit organisation.
27. The Dyslexia Association supports a non-phonics based reading solution for students with dyslexia in Years 3 and above.

Right to Information

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

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Recommendation

That the Minister

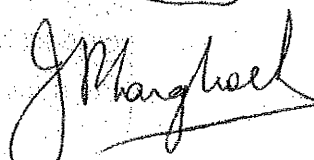
note the information regarding:

- dyslexia, including how it is defined and recognised, and the support provided by the Department of Education, Training and Employment
- the considerations associated with creating a taskforce to investigate supports for students with dyslexia.

NOTED


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

24/9/12

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


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

28/9/12

Minister's comments

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Research shows phonics not always the best reading tonic

University of Otago

Monday, 4 July 2011

Ground-breaking research in learning has found that children are primarily geared towards learning to read through storing words in the brain, and that phonics, used for "sounding out" words, is not necessary past the initial stages of learning to read.

The results of two research projects, conducted by Dr Brian Thompson, of Victoria University, and Associate Professor Claire Fletcher-Flinn of the University of Otago College of Education, will be announced at the 17th Biennial Australasian Human Development Association (AHDA) Conference, which starts in Dunedin today.

The AHDA is the preeminent think-tank in the area of developmental psychology in the Australasian region.

In the first research finding, Dr Thompson, and Associate Professor Claire Fletcher-Flinn, and colleagues found that six-year-old Scottish children taught through phonics read at a much slower speed than comparable children taught through New Zealand's more book-centred approach.

They also performed more poorly in deciding whether words were real or not at ages eight and 11, with non-words such as 'blud' being picked more often as real words, for example.

The researchers also found that Scottish university students who had been taught through phonics as children were worse at reading new or unfamiliar words that do not follow regular taught letter-sounds than their New Zealand counterparts.

It is becoming clear that explicit phonics instruction leaves a 'cognitive footprint', resulting in a long-term disadvantage when the reader attempts new words.

"These findings suggest that educators and policymakers need to look beyond any claimed short-term advantages of particular teaching methods, and take into account longer-term effects when considering the merits of different approaches to teaching reading," says Associate Professor Fletcher-Flinn.

The second finding stems from a study of Grade 1 Japanese Kindergarten children, Japanese adults learning to read and New Zealand students taking Japanese in high school as a second language.

Associate Professor Fletcher-Flinn, Dr. Thompson and colleagues found that the same cognitive processes in learning to read words in a writing system based on the alphabet (letters), such as in English, occur in children learning to read a writing system based mainly on characters for syllables, called Japanese Hiragana.

This means that the same process of learning to read occurs in both children learning English and those learning Japanese, despite these being two different writing systems.

"This is a very important finding which suggests a general learning process for learning to read, regardless of the way the language is written," says Associate Professor Fletcher-Flinn.

Both researchers agree that from the beginning, teachers should strongly support the child's storage of vocabulary of print words, which have been connected to words in their spoken vocabulary.

This is already a feature of the Japanese teaching of beginning reading, and it is an important consideration for teaching here.

Dr Thompson and Associate Professor Fletcher-Flinn will present papers on their research at this week's AHDA Conference, which finishes on Wednesday.

For further information, contact

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