

Minister's Office File Ref:	
Department File Ref:	12/253494

Briefing Note

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

Action required: With Correspondence

Action required by: N/A

Routine – Information to support correspondence

SUBJECT: EARLY ENTRY TO THE PREPARATORY YEAR (PREP)

Summary of key objectives

- To provide background information on why the *Education General Provisions Regulation 2006* (EGPR) does not generally allow early entry to the Preparatory year (Prep).
- To seek the Minister's signature on the attached correspondence to (b) - Contrary to Public Int who is seeking early entry to Prep for his daughter.

Key issues

1. The Minister's Office has requested more information about early entry to Prep, including whether it is feasible to amend the EGPR to allow increased flexibility for gifted children, in response to correspondence from (b) - Contrary to Public Int, Contrary to Pu is seeking assistance in allowing his daughter to commence Prep, even though she does not meet the legislative requirements.
2. Section 15 of the EGPR requires that a child must be at least five years and six months on 31 December in the year that they propose to attend Prep. This means that the youngest children to start Prep are just over four years and six months old. The only exception to this age requirement is if a child:
 - a. has started education in another state or country that is equivalent to the Prep year; and
 - b. is ready for education in the Prep year, having regard to the child's attributes.
3. Under the EGPR, there are no discretionary powers that enable Principals to allow early entry to Prep for any children, including those who are gifted, unless they have previously been enrolled in an equivalent program in another jurisdiction. This would require an amendment to the regulation, which could be progressed at the Minister's request.

Rationale

4. The Department has previously considered the option of allowing early entry to Prep, supported by criteria and guidelines such as the child being intellectually gifted and talented, within six months of the legislated age, and being emotionally competent and physically ready to commence school. To date, this option has not been recommended for the following reasons:
 - (a) Allowing early entry to Prep could have significant resourcing implications. While some parents would seek early entry to Prep because their child is genuinely advanced for their age, others may seek early entry to avoid a year of childcare or kindergarten fees, and this would not necessarily be in the child's best interests. Costs would be incurred in assessing potentially hundreds of children to determine their readiness for Prep. Depending on uptake, more teachers and classrooms may be required in the year that the amendment took place.

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- (b) Significant additional documentation would be required to support assessments and decision-making about whether a child is ready to commence Prep. It is anticipated that many parents would seek assessment of children who they believe are gifted and may be disappointed with the assessment outcomes. Decision makers, such as Principals, would be required to keep solid evidence to defend their decisions against appeals, and may feel pressured by some parents to allow entry when it is not necessarily in the child's best interests.
- (c) It is preferable for students of the same age to progress through schooling together. Differentiated programs for gifted students, and those who require extra assistance, should be offered when needed.
- (d) Whenever the cut-off date occurs, there will always be children whose birthday falls soon after the nominated date, and whose families will feel aggrieved.
- (e) Good quality early childhood education and care services can provide appropriate challenges and stimulation for children who are academically advanced for their age. The National Quality Framework for early childhood education and care, which commenced this year, aims to further improve the quality of services provided to children prior to Prep.

Research

- 5. There is research that supports arguments both for and against early entry to Prep.
- 6. Children who commence school too early and who do not have the social, emotional and physical maturity to cope with the demands of the school environment may be disadvantaged. Poor experiences, such as being too tired or not making friends, because a child is too young to be at school, can have a detrimental impact on the child's long-term education.
- 7. A 2009 Cambridge University study recommended that children should not start school before the age of six years. While this research seemed to be supported by teachers and education providers, it was rejected by the British Government as being out-of-date. In countries such as Sweden and Finland that consistently perform well on international education indicators, the school starting age is seven years. However, free childcare is available in these countries.
- 8. In favour of allowing early entry to Prep, the research suggests that gifted children may benefit from the opportunity to work with their intellectual peers, and that children of families experiencing financial stress because the carer is unable to work, may be better off at school. It is argued that teachers may be able to help younger students work on their social and emotional skills, if necessary.

Parents' requests for early and delayed entry

- 9. The Department receives requests for early entry to Prep every year, although the number of requests appears to decline each year.
- 10. Queensland generally permits delayed entry to Prep if it is requested by the parents. Such requests are usually for children born in June, or who have delayed development, or because the family lives in an isolated or rural area and wish to delay the age at which their child leaves home for boarding school. It is estimated that up to 400 students move away from home each year to attend secondary boarding school.

Interstate comparison

- 11. **Attachment 1** provides an indication of Prep-equivalent eligibility and entry age in other states and territories. Where early entry is allowed, it is usually only for gifted and talented students who have been comprehensively assessed. Queensland currently has one of the youngest Prep eligibility ages, at four years and six months.

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Implications

12. Allowing early entry to Prep would have financial implications, including the cost of assessment of a child's 'school readiness', and possibly the need for additional teachers and classrooms in the first year of the amendment.
13. No consultation has occurred recently with peak education organisations about the issue of allowing early entry to Prep.
14. If Principals were to be given discretion to make decisions about early entry, Principals' Associations may raise concerns about a resulting significant increase in paperwork for Principals who would need to carefully document decisions likely to be contested by some parents.
15. Parents' associations may have concerns about some parents' ability to pay for private assessment of school readiness, if this is desired to limit impact on school resources. This may limit access to early entry for children whose parents cannot afford to pay for the assessment.

Background

16. Prep is not compulsory in Queensland; however, it is considered as the first year of schooling and is the foundation year for the new Australian Curriculum.
17. The Department is aware of two 'loopholes' to school entry:
 - (a) As ^{Contrary to Pu} points out in his letter, it is possible that parents could enrol their child in a Prep-equivalent program in another jurisdiction and then seek early entry to Prep in Queensland under the current regulation. The child would still have to be assessed as being 'ready' to start schooling.
 - (b) An anomaly in the regulation enables Principals to enrol a child in Years 1 to 7, regardless of age if the child is considered 'ready'. This means that a child who is too young to enter Prep, could be enrolled in Year 1. A separate briefing note is currently being prepared to seek Ministerial approval to correct this anomaly in section 16 of the EGPR.
18. Seventy-nine students who are younger than their cohort were enrolled in Year 1 in 2012, and 76 students who were younger than their cohort were enrolled in Year 1 in 2011. It is thought that the majority of these students have genuinely moved from interstate or overseas rather than intentionally using the loopholes identified above.

Right to information

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

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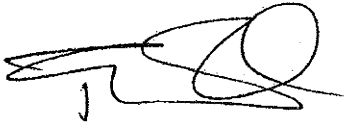
Recommendation

That the Minister:

Note the information regarding early entry into Prep.

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, 8, 12

1 1

Copy to Assistant Minister

Minister's comments

Minister - can we please discuss. I think this is policy that needs amending. F.

Action Officer Linda Coyne Principal Policy Officer Operations and Reviews, Education Queensland Tel: 3237 1605	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Policy Tel: 323 70157 Mob: b - Contrary to Public Date: 19/07/12	Endorsed by: DG Julie Grantham Tel: 323 70900 Mob: Date: / /
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Indicative Prep-equivalent age requirements and early entry criteria for Australian States and Territories

State/Territory (Name of program)	Age requirement for starting Prep	Requirements for early entry to Prep
Queensland (Prep)	4 years 6 months (i.e. turn 5 by 30 June)	Early entry only available if the child has previously been enrolled in a Prep equivalent program in another jurisdiction AND is considered ready for school with regard to the child's attributes.
New South Wales (Kindergarten)	4 years 5 months (i.e. turn 5 by 31 July)	Principals have discretion about early entry for gifted and talented students. Recommended that children must be at least 4 years and the appropriate teacher receives in-service training. The child should express a desire to start school. Requires comprehensive psychological evaluation of the child.
Victoria (Prep)	4 years 8 months (ie turn 5 by 30 April)	Approval by regional director where there is evidence that long term educational disadvantage would otherwise occur. Requires entry assessment from kindergarten and informal observation. Recommended as appropriate for children with an IQ greater than 130.
Western Australia (Pre-primary)	4 years 6 months	Early entry not supported in general. Approval required by the Department's Early Childhood Education Directorate.
South Australia (Reception)	5 years (i.e. 5 years by 1 January)	Children who turn five within two weeks of term commencing may be permitted to enrol. This is a local management decision. Comprehensive checklists for gifted and talented early entry.
Tasmania (Prep)	5 years	The Secretary may allow younger children to enrol at school if it is in the child's best interests. Early entry for gifted children who are at least <u>3</u> 4 years and 6 months, and assessed as having a 'very superior' range of cognitive function using the Wechsler Primary and Preschool Scale of Intelligence.
Australian Capital Territory (Kindergarten)	4 years 8 months	Early Learning Director considers applications for gifted and talented students. Applications processed by Early Childhood Education Team in consultation with counsellors.
Northern Territory (Pre-school/Transition)	4 years 6 months	No provision for early entry to primary school prior to 4½ years except in exceptional circumstances or where a gifted unit exists at the school. Principal makes final decision.



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

14 SEP 2012

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(b) - Contrary to Public In

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

Dear Contrary to Pub

Thank you for your email dated 27 May 2012 regarding early entry into the Preparatory (Prep) Year for your daughter. I apologise for the delay in replying.

As you are aware, the age provisions for entry to Prep are mandated in the *Education (General Provisions) Regulation 2006*. Children enrolling in the Prep Year must be five years of age by 30 June in the year of enrolment unless they have previously commenced an equivalent program in another jurisdiction and are considered ready for education. This legislation applies to all state and non-state schools in Queensland.

While I appreciate your eagerness for your daughter to commence formal schooling, there is no mechanism which allows early entry into the Prep Year for children who have not met the legislative criteria. I encourage you to discuss your daughter's needs for challenging and stimulating activities with her kindergarten and/or childcare centre if she is currently attending one of these programs.

Should you wish to discuss this matter further, I invite you to contact Ms Christine Rutledge, Manager, Office of Non-State Education, by email at christine.rutledge@dete.qld.gov.au or on telephone 3237 0199.

While I understand this does not provide the outcome you are seeking, I trust that you will understand this explanation. I wish your daughter all the very best for a wonderful future.

Yours sincerely

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

Ref: 12/222539 ETE/12/0915

Minister's Office File Ref:	ETE/12/2213
Department File Ref:	12/324666

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: For Noting

Action required by: N/A

Routine – Information regarding incoming correspondence

SUBJECT: MARINE STUDIES IN QUEENSLAND SCHOOLS

Summary of key objectives (*snapshot*)

- To provide advice regarding issues raised by s.47(3)(b) - Contrary to Public Interest

Key Issues

Marine Studies in Queensland Schools

- Queensland schools prioritise education program delivery and budgets in consultation with their school communities and representative bodies such as Parents and Citizen's Associations.
- The Marine Studies program is supported through the Marine Syllabus of the Queensland Studies Authority (QSA) and marine vocational education programs. Queensland school students have access to a range of learning opportunities through this program, including 'on the water' training to develop boating competencies.
- The marine studies program provides school students with a wide range of opportunities, often leading to employment and ongoing participation in this strong Queensland industry.

Boat Licences

- Part of the marine studies program includes 'on the water' training to develop boating competencies. Students who successfully complete this program are issued with a boat licence by a registered teacher who has also successfully completed the necessary industry training to become a boat licence provider.
- Schools may support teachers to gain this licence through the professional development program or a dedicated marine studies budget, this would be determined at a school level.
- Schools can access any registered training organisation (RTO) such as Contrary to Pub or Yachting Queensland to receive this training for their teachers.
- Maritime Safety Queensland (MSQ) issue boat licences under two schedules — schedule A (school teachers issuing boat licences to school students) and schedule B (private providers issuing boat licences).
- The schedule A arrangement allows Queensland school students to gain boat licences through the school in a cost efficient way for the school and parents. If the schedule A was no longer recognised it would have a financial and educational impact on the Queensland students who participate in the Queensland Marine Studies program.
- Contrary to Pub claim in the correspondence that teachers have a competitive advantage over other licence providers. However, teachers deliver schedule A licences to students as part of their employment — it is not a fee-for-service and is delivered at cost.

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10. Some teachers may choose to issue a licence under the schedule B, as a private provider, separate from the school's operations. The teacher would be required to adhere to the Code of Conduct, declare any conflict of interest and operate under the same conditions as any other licence provider.

School Assets and Public Expenditure

11. The correspondence refers to the use of public monies to deliver the marine studies program.
12. All Queensland schools receive public funding to deliver educational and social programs to Queensland students.
13. Queensland schools determine the expenditure of these funds based on the priorities and needs of their communities and student cohort.
14. Additional support is available to state schools, Outdoor and Environmental Education Centres registered through the QSA to deliver Marine and Agriculture studies through the Department's *Agriculture and Marine Studies Grant*.
15. The funds are provided to assist schools with the replacement of equipment (e.g. boats, tractors) associated with the safe delivery of education services in the marine and agriculture programs.
16. Schools receive an annual payment as part of the GAPS allocation; \$5,000 for agriculture studies and \$7,000 for marine studies. The total annual budget allocated to the grant is \$1 million. In 2011, the total amount issued was \$999,900.

Yachting Queensland

17. The correspondence refers to the internal audit process of Yachting Queensland. Yachting Queensland is a governing sporting body representing the sport of yachting. Any concerns about these operations are external to the Department and should be raised with the appropriate representative.

Implications

18. Queensland schools may choose to have a marine studies program based on high employment and industry opportunities in their local community. This would be a similar prioritisation process for other specialised study areas such as agricultural studies or arts programs.
19. The schedule A and schedule B licence arrangements recognise the context of schools and the significant 'on the water' training that students complete as part of their marine studies.
20. There is agreement by all key stakeholders that the schedules do not operate in competition and allow Queensland students to access quality learning opportunities that are affordable and sustainable for the education sector.
21. Practical applications of school based learning are supported by dedicated programs. The marine and agriculture grant provides some support to schools to continue to deliver access to key opportunities identified as a priority by schools and their communities.

Background

22. (b) - Contrary to Public Interest has previously communicated concerns of (b) - Contrary to Public Interest in correspondence to the Minister (Ref: 12/180702).

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23. A meeting was held on 11 October 2011 between the then Department of Education and Training, MSQ, Yachting Queensland and [Contrary to Pub] to discuss the concerns raised by [7(3)(b) - Contrary to Public Interest]. This meeting resolved any perceived competition issues between the schooling sector and private providers.
24. In the most recent correspondence, [7(3)(b) - Contrary to Public Interest] claims that parties in attendance at the October 2011 meeting have a financial motive to see marine studies remain in schools. The attendees at this meeting were Government agencies and training providers ([Contrary to Pub] and Yachting Queensland).
25. All RTOs have an opportunity to provide training on a fee for service basis.
26. The Marine Teachers Association Queensland and MSQ support current arrangements implemented by schools.

Right to information

27. 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:	12/324666

Recommendation

That the Chief of Staff

Note the information provided when considering the request by 7(3)(b) - Contrary to Public Interest
 representing Contrary to Pub

NOTED

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

13, 9, 12.

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

*Suggests Jodi schmidt
may meet*

Action Officer	Endorsed by:	Endorsed by:
Ellenah Pothin	A/ADG	DDG
A/Principal Advisor	Sharon Mullins	Lyn McKenzie
Operations and Reviews, Education Queensland	Education Queensland	Education Queensland
Tel: 34050301	Tel: 32245530	Tel: 32370619
	Mob: b) - Contrary to Public	Mob:
	Date: 31/08/2012	Date: 03/09/2012

Minister's Office File Ref:	ETE/12/3455
Department File Ref:	12/393168

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With Correspondence

Action required by: N/A

Routine- information to support correspondence

SUBJECT: CORRESPONDENCE REGARDING ACCESS TO THE PAEDIATRIC LOW VISION CLINIC AND ORIENTATION AND MOBILITY SERVICES FOR A STUDENT WITH VISION IMPAIRMENT

Summary of key objectives

- The Paediatric Low Vision Clinic (PLVC) provides a range of specialised vision assessments for students with vision impairment.
- It is the responsibility of the Advisory Visiting Teacher (AVT) – Vision Impairment to refer a student to the PLVC if they consider the clinic will provide additional information other than can be provided by the student's own eye practitioner. It is the responsibility of the AVT to prioritise clinic appointments.
- Appointments for the PLVC will not commence until the beginning of the 2013 school year when the service re-convenes. This service has not operated during Semester 2 2012 due to the availability of qualified staff.
- The AVT assists schools to identify whether a student requires a specialist orientation and mobility program.

Key issues

1. [47(3)(b) - Contrary to Public Interest] has written to the Minister for Health expressing concerns about the timeliness of the PLVC and Orientation and Mobility (O&M) services for [47(3)(b) - Contrary to Public Interest]
2. Although the management of these services has transitioned from the Department of Education, Training and Employment's Disability Services Support Unit to Narbethong State Special School in Buranda since the start of the 2012 school year, the service delivery model has remained unchanged.
3. PLVC clinics have occurred at Narbethong State Special School and at regional centres during 2012. There have been some restrictions in travel for clinics outside Brisbane due to the Government directive on travel.
4. O&M services are negotiated through the local AVT and/or school team. These have also been affected by the travel restrictions.

Implications

5. The local AVT is responsible for making the referral to the PLVC and for O&M services, and for prioritising these requests.
6. The PLVC will advise the AVT about [47(3)(b) - Contrary to Public Interest] concerns so that consideration can be made for the delivery of services to [47(3)(b) - Contrary to Public Interest] as priorities allow.

Background

Minister's Office File Ref:	ETE/12/3455
Department File Ref:	12/393168

7. Specialist services for students with vision impairment are managed by Narbethong State Special School in consultation with local school and regional personnel.

Right to information

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

Recommendation

That the Chief of Staff

Note that (b) - Contrary to Public I appointment is prioritised for the first clinic of 2013.

NOTED

FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul LangbroekMP

Minister for Education, Training and Employment

/ /

Copy to Assistant Minister

Chief of Staff's comments

Action Officer Meredith Kilminster A/Director, Disability Services Support Unit Metropolitan Region Tel: 3240 9447	Endorsed by: Assistant Regional Director Metropolitan Special and Specific Schools Date: 22/10/2012	Endorsed by: ADG Marg Pethiyagoda State Schooling Operations and Strategy Tel: 3237 0157 Mob: Date: 26/11/2012
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Hon John-Paul Langbroek MP
Minister for Education, Training and Employment

14 DEC 2012

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(3)(b) - Contrary to Public Interest

Email:

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

Dear

(b) - Contrary to Public

I refer to your email dated 18 September 2012 to the Honourable Lawrence Springborg MP, Minister for Health, regarding an appointment for your (b) - Contrary to Public Interest at the Low Vision Clinic in Buranda and support services by the Orientation and Mobility (O&M) Advisory Visiting Teacher. Minister Springborg has forwarded your email to me for consideration

My Department is committed to the education of all students in Queensland schools. Inherent to this commitment is the provision of education through a range of curriculum options delivered across primary, secondary and special schools.

Currently there is not a Paediatric Ophthalmologist or Optometrist available at the Low Vision Clinic. This service will resume in 2013. I can confirm that your appointment is prioritised for the first clinic of 2013. Ms Andrea Neilsen, Advisory Visiting Teacher Vision Impairment, will contact you with your appointment time as soon as clinic dates are confirmed.

I recognise the unique role that the Paediatric Vision Clinic has in completing a functional vision assessment to determine appropriate low vision aids, adjustments for learning that respond to a specific diagnosis and the information the clinic provides for class teachers to actively engage students in learning.

Let me assure you that the O&M services will continue to be delivered to students with vision impairment. These services have recently been decentralised to enable support closer to students' enrolment throughout the State. I regret any interruption to the services available to (b) - Contrary to Public Interest and understand that one of the O&M instructors will be located within your region from 2013.

Thank you for bringing this matter to the Government's attention, and I wish (b) - Contrary to Public Interest all the best for (b) - Contrary to Public Interest future studies.

Should you wish to discuss this matter further, I invite you to contact Ms Neilsen on telephone 0417 140 371, who is carefully monitoring (b) - Contrary to Public Interest progress into (b) - Contrary to Public Interest new year of schooling.

Yours sincerely

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

Ref: 12/382977 ETE/12/3455

Minister's Office File Ref:	ETE/12/2758
Department File Ref:	12/337465

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With Correspondence

Action required by: N/A

Routine – to support background information in relation to Ministerial correspondence.

SUBJECT: ROS BATES MP — REPRESENTATION ON BEHALF OF MR STEPHEN PATRIDGE AND MS TARA ATKINSON REGARDING COOL SCHOOL FITNESS

Summary of key objectives

To provide the Minister with information regarding:

- departmental support for health related school programs;
- program and resource alignment of health related school programs; and
- the responsibility for program and resource decisions in schools.

Key issues

1. Decisions about the use of programs or resources are the responsibility of each school principal and are made in consultation with the wider community.
2. Schools deliver health related learning programs that align to Queensland curriculum including the Queensland Studies Authority (QSA) Early Years Curriculum Guidelines, the Health and Physical Education Essential Learnings and Years 11–12 Health Education.
3. There is no alignment of the *Cool School Fitness* business with:
 - Health and Physical Education curriculum; or
 - Smart Moves - physical activity programs in Queensland State Schools.
4. The Department does not endorse or approve individual programs.
5. The Department would not endorse a program that has no alignment with the Queensland curriculum.
6. No funding is available to support the program.

Background

7. The Australian Health and Physical Education under development by ACARA will replace the QSA Early Years Curriculum Guidelines, the Health and Physical Education Essential Learnings and Years 11-12 Health Education curriculum.
8. The Department encourages and welcomes community interest in the education of young people and values the development of useful programs and resources.
9. Ms Atkinson and Mr Partridge can contact individual schools to promote programs or resources such as *Cool School Fitness*. Principals would then be able to consider using their program.

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Department File Ref:	12/337465

10. Ms Atkinson and Mr Partridge may wish to promote *Cool School Fitness* through advertising. One avenue is an advertisement in the Department's online magazine, Education Views Online. Contact details are provided in the response letter.

Right to information

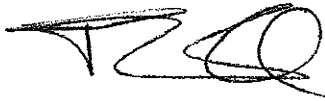
11. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Recommendation

That the Chief of Staff

Note the information in response to correspondence from Ros Bates MP regarding personal representations about *Cool School Fitness*.

NOTED



FIONA CRAWFORD

Chief of Staff

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

Copy to Assistant Minister

Chief of Staff's comments

Action Officer	Endorsed by:
Curt Draheim	A/Director
Principal Education Officer	Anne Schafer
State Schooling Operations and Strategy	
Tel: 323 70345	Tel: 323 59877
	Date: 14/09/2012



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

8 OCT 2012

The Honourable Ros Bates MP
Minister for Science, Information Technology,
Innovation and the Arts
Member for Mudgeeraba
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Dear Minister *Ros,*

Thank you for your letter dated 24 August 2012 on behalf of Ms Tara Atkinson and Mr Stephen Partridge regarding their business plan for *Cool School Fitness*.

I am advised that all schools deliver health related learning programs as part of the Queensland State School Curriculum through the Queensland Studies Authority (QSA) Early Years Curriculum Guidelines, the Health and Physical Education Essential Learnings, and Years 11-12 Health Education.

The Australian Curriculum is being developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum for Health and Physical Education is currently being developed by ACARA and will include health related content that will replace the QSA curriculum and guidelines.

The Department of Education, Training and Employment, encourages and welcomes community interest in the education of young people and values the development of useful programs and resources. My Department is committed to supporting and promoting the health and wellbeing of Queensland's young people. Unfortunately, my Department does not have the funds available to support the *Cool School Fitness* program.

While my Department does not endorse or approve individual programs, individual schools have the autonomy to select programs for their school in consultation with the wider community. This ensures that programs meet the specific needs of their communities and students. Ms Atkinson and Mr Partridge may wish to contact individual schools to promote *Cool School Fitness*. Principals would then be able to consider using their program. A list of Queensland schools and their contact details can be accessed online at <http://education.qld.gov.au/directory/schools/index.html>.

Alternatively, your constituents may wish to promote *Cool School Fitness* through advertising. One avenue is an advertisement in the Department's magazine, *Education Views Online*, which is published weekly. *Education Views* is directly targeted at teachers and principals in Queensland schools and education staff in central office and regional offices. Should Ms Atkinson or Mr Partridge wish to place an advertisement I invite them to contact magazine staff by email at educationviews@dete.qld.gov.au or on telephone 3237 0748.

I trust this information will assist your reply to Ms Atkinson and Mr Partridge's representations.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J. Langbroek', with a stylized flourish at the end.

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

Ref: 12/335577 ETE/12/2758

Minister's Office File Ref:	
Department File Ref:	12/361377

Briefing Note

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

Action required: With correspondence

Action required by: 26/09/2012

Routine – Ministerial briefing note requested as background to correspondence

SUBJECT: DEED OF AMENDMENT BETWEEN STATE AND NON STATE SCHOOLING SECTORS

Summary of key objectives

- To inform the Minister about the *Deed of Agreement - Dual Enrolment and Special Education Services to Non-State Schools Sector* (the Deed)

Key issues

1. Dual enrolments between state and non-state schools have existed since the late 1980s. Dual enrolment arrangements and special education services were formalised in a Deed between the Department, Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ).
2. The Deed expired on the 24 December 2011 and is currently under review to:
 - a. align with the Government's priority of red tape reduction;
 - b. take into consideration the outcome of the reviews of relevant departmental procedures such as the:
 - i. Early Childhood Development Programs
 - ii. Enrolment for Students to State Primary, Secondary and Special schools
 - iii. Flexible Arrangements;
 - c. streamline processes of dual enrolment for students with disability with other flexible arrangement procedures; and
 - d. take into consideration that principals are best placed to make educational decisions for the students in their schools.

Implications

3. The outcomes of the review will be communicated to key stakeholders in Term 4 2012 once the details of the range of initiatives have been finalised.

Background

4. Under the *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (the Standards), which apply to both the state and non-state schooling sectors, schools must ensure that students and prospective students with disability are able to seek admission to or enrol in an institution; participate in courses or programs; and use facilities and services on the same basis as students without disability.
5. The Deed clarifies the roles and responsibilities of all sectors in the provision of all special education programs and services provided to the non-state sector by the state sector.

Minister's Office File Ref:	
Department File Ref:	12/361377

6. On the 20 August 2012, the Director-General approved the cessation of the current provision of special education services for the non-state sectors, including ceasing the provision of:
 - Disability Support Services Unit (DSSU) services to the non-state sector except for Braille and low vision resource production; and
 - Advisory Visiting Teacher (AVT) services to the non-state sector.
7. In making that decision, the Director-General noted that the review of the Deed, currently expired, would reflect these changes (12/208308).
8. The range of interconnected reviews currently being implemented by the Department will also be incorporated and reflected in the final outcome of the review of the Deed.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/361377

Recommendation

That the Minister

Note

- o The *Deed of Agreement - Dual Enrolment and Special Education Services to Non-State Schools Sector* (the Deed) expired on the 24 December 2011 and is currently under review.
- o The outcomes of the review of the Deed will be finalised and communicated to stakeholders early in Term 4 2012.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

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

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

/ /

/ /

Copy to Assistant Minister

Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Melanie White	ADG	DDG/CO/ASSDG	DG
Principal Adviser- Disability Policy	Marg Pethiyagoda	Lyn McKenzie	Julie Grantham
State Schooling Operations and Strategy	State Schooling Operations and Strategy	Education Queensland	Department of Education Training and Employment
Tel: 3237 0834	Tel: 32370157	Tel: 32370619	Tel:32370900
	Mob:	Mob:	Mob:
	Date: / /	Date: / /	Date: / /

Mr David Crisafulli MP
Minister for Local Government
Member for Mundingburra
Shop 3, 198 Nathan Street
AITKENVALE QLD 4814

Dear Mr Crisafulli

Thank you for your email dated 29 August 2012 on behalf of [7(3)(b) - Contrary to Public Interest] regarding the 'Deed of Agreement' between Department of Education, Training and Employment, Queensland Catholic Education Commission and Independent Schools Queensland for the dual enrolment of children into the Prep Year with special needs.

[47(3)(b) - Contrary to Public Interest] also wrote to my Department directly on this issue and a copy of the response is enclosed for your information.

Yours sincerely

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

Ref: 12/346816 ETE/12/2802

Enc



11 SEP 2012

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

Dear [Redacted] - Contrary to Public

Thank you for your email dated 20 August 2012 to Ms Lesley Theodore, Principal Education Officer, North Queensland Region regarding the Deed of Agreement between the Department of Education, Training and Employment, Queensland Catholic Education Commission and Independent Schools Queensland for the dual enrolment of children with special needs. The email was forwarded to me for response.

As you may be aware the *Deed of Agreement – Dual Enrolment and Special School Services to Non-State Schools Sector* is due for review. The Department will work with the non-state sectors to review this agreement.

Should you wish to discuss this matter further, please contact me by email at marg.pethiyagoda@dete.qld.gov.au or on telephone 3237 1625.

Thank you for your interest in and commitment to children with special needs.

Regards

Marg Pethiyagoda
**Assistant Director-General
Education Queensland**

Ref: 12/325717

Minister's Office File Ref:	ETE/12/3461
Department File Ref:	12/382731

Briefing Note

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

Action required: For approval

Action required by:

Urgent – This information needs to be communicated to schools.

SUBJECT: PHASES 2 AND 3 OF THE AUSTRALIAN CURRICULUM P-10 QUEENSLAND IMPLEMENTATION

Summary of key objectives

- The Queensland Studies Authority's (QSA) is seeking the Minister's endorsement of the implementation schedule for Queensland schools for Phases 2 and 3 of the P-10 Australian Curriculum.
- The Minister's assistance in making a public announcement on this matter is also sought.

Key issues

1. Schools are seeking advice on implementation of the Australian Curriculum Phase 2 and 3 to enable longer term planning.
2. The three Queensland schooling sectors have consulted on this matter with their stakeholders and have agreed to the implementation schedule proposed by QSA.
3. Within this overall schedule, Education Queensland will have more specific requirements of state schools.
4. The response letter requires the following additional statement be added to the implementation schedule:
"Individual schooling sectors may determine the actual year by which schools will commence implementation of Australian Curriculum learning areas".
5. QSA proposes to support school implementation of the Australian Curriculum Phases 2 and 3 by continuing the types of resource development and professional development as for Phase 1. However, it is timely to reconsider the type of support that schools now need, given their experience in implementing Phase 1.

Implications

6. Chief Executive Officers of the schooling sectors will hold further discussion with QSA to determine the particular support required.

Background

7. In support of Phase 1 implementation, QSA developed resources such as mapping tools and sample year and unit plans; and provided professional development to familiarise teachers with the new curriculum.

Right to information

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


Minister's Office File Ref:	ETE/12/3461
Department File Ref:	12/382731

Recommendation

That the Minister:

- approve the Queensland implementation schedule for Phases 2 and 3 of the P-10 Australian Curriculum.
- sign the response letter to QSA.

NOTED

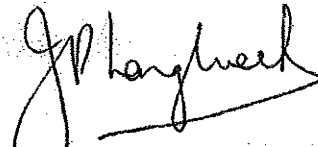


FIONA CRAWFORD
 Chief of Staff
 Office of the Hon John-Paul Langbroek MP
 Minister for Education, Training and
 Employment

1, 11, 12

Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

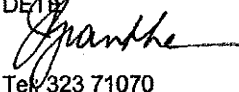
1, 11, 12

Minister's comments

Action Officer
 Betty Baram
 Manager
 State Schooling
 Operations and
 Strategy
 Tel: 323 70064

Endorsed by:
 Director
 Robyn Rosengrave
 State Schooling
 Operations and
 Strategy
 Tel: 323 59877
 Mob:
 Date: 15/10/12

Endorsed by:
 ADG
 Marg Pethiyagoda
 State Schooling
 Operations and
 Strategy
 Tel: 323 70157
 Mob:
 Date: 19/10/12

Endorsed by:
 DG
 Julie Grantham
 DETE

 Tel: 323 71070
 Mob:
 Date: 29/10/12

Minister, The schedule attached to the letter was endorsed by the 3 sectors at the Sector CEO meeting. Each sector contributed to the development.

JJ.



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

1 NOV 2012

Mr Peter Luxton
Acting Director
Queensland Studies Authority
PO Box 307
SPRING HILL QLD 4004

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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 Mr Luxton *Peter*,

Thank you for your letter dated 2 October 2012 requesting my endorsement of the implementation schedule for Phases 2 and 3 of the P-10 Australian Curriculum during 2012-2016.

I am pleased to endorse the proposed implementation schedule, on the provision that the following line be added above the schedule table prior to any publishing of the Implementation Schedule.

"Individual schooling sectors may determine the actual year by which schools will commence implementation of Australian Curriculum learning areas".

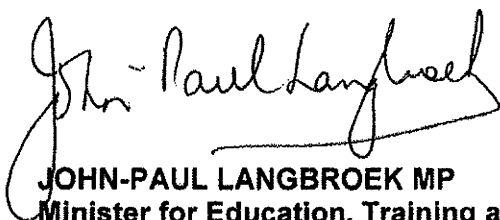
My Department will assist with the public announcement of Phases 2 and 3 of the Preparatory Year (Prep) – Year 10 Australian Curriculum by preparing a communication plan that includes public announcements as well as information for state school staff.

In regard to QSA's continued support for the implementation of the Australian Curriculum, I understand that further consideration will be given, jointly, by Chief Executive Officers of each schooling sector to determine the particular support required.

Should you wish to discuss this matter further, I invite you to contact Ms Marg Pethiyagoda, Assistant Director-General within Education Queensland, on telephone 3237 162 or by email at margaret.pethiyagoda@dete.qld.gov.au.

I value QSA's continuing partnership with my Department in support of the Australian Curriculum.

Yours sincerely


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

Ref: 12/382547 ETE/12/3467

Pages 26 through 29 redacted for the following reasons:

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

Minister's Office File Ref.	ETE/12/3566
Department File Ref.	12/392347

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: For Noting

Action required by: N/A

Urgent – Information to support correspondence.

SUBJECT: REQUEST FROM [s 47(3)(b) - contrary to public interest] TO MEET WITH THE MINISTER TO DISCUSS THE RELATIONSHIP BETWEEN THE QUEENSLAND ACADEMY FOR HEALTH SCIENCES (QAHS) AND THE SCHOOL OF MEDICAL SCIENCE AT GRIFFITH UNIVERSITY.

Summary of key objectives

- [contrary to public interest] has requested information related to the Queensland Academy of Health Sciences.
- This briefing note provides an overview of the response that has been provided by the Department.

Key issues

1. [contrary to public interest] reported that she was writing a research article, and signed the email as [contrary to public interest]. She requested information related to:
 - a) How the Queensland Academies of Health Sciences (QAHS) Academies were established in relation to the Smart State Strategy;
 - b) The use of the International Baccalaureate instead of the traditional use of the Senior Curriculum;
 - c) The Australian Tertiary Entrance conversion rate for the International Baccalaureate as opposed to the Queensland Senior Curriculum; and
 - d) Teachers' training in relation to the International Baccalaureate.
2. Sharon Mullins, Executive Director, State Schooling Strategy and Evaluation, placed a call to [contrary to public interest] home number on Friday 12 October 2012. The call lasted 50 minutes.
3. The conversation with [contrary to public interest] revealed that she is of the opinion that the QAHS is failing on their promise to students with respect to two key reasons:
 - a) Failure of students to enter the medical sciences faculties at Griffith University or the University of Queensland;
 - b) Perception that Australian Tertiary Entrance conversion rates for the International Baccalaureate are not as strong as conversion rates for the traditional senior curriculum.
4. An email was forwarded to [contrary to public interest] to provide follow up information (Ref: 12/389108).

Background

5. Key information provided to [contrary to public interest] in response to her questions is as follows.

- Entry to medical sciences faculties

[contrary to public interest] reports that the QAHS guarantees students entry into the medical science faculties at Griffith University or the University of Queensland.

A conversation with Ms Jane Sleeman, Principal, QAHS, has confirmed that no such guarantee has been made to prospective students of the Academy. In fact, while students

Minister's Office File Ref:	ETE/12/3566
Department File Ref:	12/392347

have an interest in health sciences, these interests often stretch beyond those areas of study that are available through the school of medical sciences.

For example, credit has been established for QAHS students in areas such as Arts, Communication, Journalism, Criminology and Criminal Justice, Arts in Applied Theatre, Education, Business, Laws/Business, Exercise Science, Exercise Science (Pre-Physiotherapy), Health Science, Biomedical Science, Pharmaceutical Science, Oral Health in Dental Science, Oral Health Therapy, Dental Technology, Medical Science, Environment/Marine Science, Engineering, Information Technology, Multimedia, Aviation, Biomolecular Science, Forensic Science, Photonics and Nanoscience, Science, Science (advanced) and Science with Honours (accelerated).

These disciplines draw on skills and knowledge that have been acquired through engagement in the International Baccalaureate.

- Tertiary entrance

The evaluation that was conducted by Professor Brian Caldwell and Dr Harreveld in 2010 reported that there was concern about the relative tertiary entrance score of the International Baccalaureate compared to the traditional senior curriculum.

As a result of this concern, the Department of Education, Training and Employment have undertaken conversations with universities, the Queensland Tertiary Admissions Centre and the Australian Tertiary Admission Centre on this issue.

A partnership has been formed with Griffith University, The University of Queensland and the Queensland University of Technology, to engage Professor Masters of the Australian Council for Educational Research to investigate the tertiary admissions score for students who have undertaken the International Baccalaureate.

It is anticipated that the outcomes of that work will be available at the end of the 2012.

Notably, the outcomes for QAHS Year 12 completers are strong, with 100% of the 2011 year 12 completers at QAHS receiving a tertiary offer. 99% of this cohort also received early offers/guaranteed entry to Griffith University in a range of courses including Biomedical Science, Engineering, Law, Business, Exercise Science, Psychology and Health Sciences.

- Teachers' training

In addition to the qualifications required for registration with the Queensland College of Teachers, the QAHS provides professional development recognised by the International Baccalaureate Association for all teachers.

Right to information

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

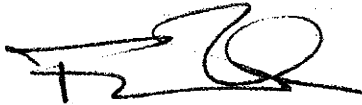
Minister's Office File Ref:	ETE/12/3566
Department File Ref:	12/392347

Recommendation

That the Chief of Staff

Note the information that has been provided by the Department in response to queries. contrary to pub

NOTED


FIONA CRAWFORD

Chief of Staff

Office of the Hon John-Paul Langbroek MP

Minister for Education, Training and Employment

6, 11, 12

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

Action Officer
Sharon Mullins
Executive Director
State Schooling Strategy
and Evaluation

Tel: 3224 5530

Endorsed by:
ED
Sharon Mullins
State Schooling
Operations and
Strategy
Tel: 3224 5530
Date: 22/10/2012

Endorsed by:
ADG
Marg Pethiyagoda
State Schooling
Operations and
Strategy
Tel: 3237 0157
Date: 23/10/2012

Endorsed by:
DDG/CO/ASSDG
Lyn McKenzie
Education
Queensland
Tel: 3237 0619
Date: 26/10/2012



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

9 NOV 2012

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Email education@ministerial.qld.gov.au

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

Email:

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

Dear

- contrary to pub

Thank you for your email dated 2 October 2012 regarding your research into the relationship between the Queensland Academy for Health Sciences and the School of Medical Science at Griffith University.

I understand that a detailed response to your enquiry has been provided by Ms Sharon Mullins, Executive Director, State School Operations and Strategy, following your direct contact with my Department.

My electorate office will be in contact with you in the near future to arrange a suitable meeting time to discuss your concerns.

Should you require further information regarding information already provided to you, I invite you to contact Ms Mullins by email at sharon.mullins@dete.qld.gov.au or by telephone on 3224 5530.

I trust the information provided was of assistance with your research.

Yours sincerely

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

Ref: 12/395598 ETE/12/3566

Minister's Office File Ref:	ETE/12/3270
Department File Ref:	12/376085

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: For noting

Action required by: N/A

Routine – Information to support correspondence

SUBJECT: OUTSIDE SCHOOL HOURS CARE (OSHC) PROCEDURE REVIEW

Summary of key objectives

- The Outside School Hours Care (OSHC) procedure is currently under review.
- The Minister's office has requested a brief on the current policy (vis-a-vis not-for-profit requirements) and also other options, including opening it up to for profit organisations, and the implications of these options.
- There is sensitivity and highly divergent stakeholder perspectives around this issue.

Key issues

1. The current OSHC procedure provides a three step process for selecting an OSHC provider. Initially the Parent and Citizens' Association is invited to offer the OSHC service. Where this offer is declined, not-for-profit (NFP) groups are approached. Where NFP groups do not adequately meet the evaluation criteria or decline the offer to provide this service for the school, the school should form an evaluation committee which invites commercial organisations to offer.
2. The procedure is currently under review to update references to the National Quality Framework for Early Childhood Education and Care and national law and regulation.
3. The opportunity is also being taken to review the selection process for OSHC providers and update all tender documentation and supporting information.
4. Three options are being investigated (Refer to **Attachment 1**).
5. The Department has met with the peak advocacy group for OSHC (representing both profit and not-for-profit providers), the Queensland Children's Activities Network (QCAN) and the network have supported the two-step preferential offer system.
6. The draft of the revised procedure is currently being finalised prior to consultation with targeted stakeholders.

Implications

7. Not-for-profit organisations are likely to be highly vocal about a shift away from the preferencing of NFPs and are likely to advocate for a more stringent application of the current procedure.
8. Pending stakeholder consultation outcomes, the reviewed procedure will be fast-tracked for implementation from 2013.

Minister's Office File Ref:	ETE/12/3270
Department File Ref:	12/376085

Background

- Schools may engage an OSHC and vacation care provider as a cost effective service for the students and parents of the school and local community.
- The OSHC procedure was last updated in 2011, following consultation with the peak body - QCAN, not-for-profit organisations (Police-Citizens Youth Clubs - PCYC, Young Men's Christian Association - YMCA, Jabiru), CampAustralia, Helping Hands Network and the Queensland Association of State School Principals.
- Commercial providers have been consistent with their concerns regarding the preference method stipulated for selecting OSHC providers. In January 2011, the Department requested and received Crown Law advice that the preferential system does not breach the *Competition and Consumer Act 2010 (Cth)*.

Right to information

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

Minister's Office File Ref:	ETE/12/3270
Department File Ref:	12/376085

Recommendation

That the Chief of Staff

Note the information regarding the current OSHC procedure and the proposed future tendering system.

NOTED


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

11 / 11 / 12

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

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Action Officer	Endorsed by:
Danielle McAllister	ADG
Principal Policy Officer	Marg Pethiyagoda
Operations and Reviews	State Schooling Operations and Strategy
Tel: 3405 6361	Tel: 3237 0157
	Date: 12/10/12

ATTACHMENT 1: OUTSIDE SCHOOL HOURS CARE – ISSUES ANALYSIS FOR PROCEDURE REVIEW

OPTION	ISSUES	OPPORTUNITIES
<p>Status Quo – Three-step Preferential Offer System</p> <ol style="list-style-type: none"> 1. P&C 2. NFP 3. Commercial <p>Financial returns to the school cannot be considered as part of the assessment of offers.</p>	<ul style="list-style-type: none"> • Commercial organisations (e.g. Helping Hands, Camp Australia) continue to raise the issue that the selection process promotes an unfair lack of competition despite the department receiving Crown Law advice that the preferential system does not breach the <i>Competition and Consumer Act 2010 (Cth)</i>. • Some commercial operators have gained NFP status from Fair Trading. • NFP bodies (e.g. PCYC, YMCA) are vocal in their criticism of the value of “community contributions” made by commercials turned NFPs. • NFPs have been advocating for DETE to more stringently define NFP community groups in the OSHC procedure. • DETE cannot make value judgements in respect of the relative worth of NFP organisations. • NFPs claim that principals choose providers based on the level of financial remuneration they can receive. 	<ul style="list-style-type: none"> • NFP organisations advocated strongly for the implementation of this preferential system. • The three-step preferential system acknowledges the broader community service and capacity that traditional NFPs provide.
<p>Two-step Preferential Offer System</p> <ol style="list-style-type: none"> 1. P&C offer 2. Open tender <p>Cap financial returns to the school to a percentage of student fees.</p>	<ul style="list-style-type: none"> • Traditional NFP groups are likely to advocate strongly against such a move as it will remove their preferential status. • Schools with unviable services may not be able to provide OSHC to their communities due to the potentially reduced capacity of NFPs who have traditionally leveraged more effective services to support those less viable. • Principals may wish to gain greater financial returns from the OSHC service. 	<ul style="list-style-type: none"> • Acknowledges that NFP status does not necessarily equate to quality of service. • Continues the recognition that P&C delivery of OSHC keeps decisions directly within parent governance responsibilities. • Encourages user ownership through P&C preference. • Allows greater principal authority to select a provider which best meets the school’s needs. • Limited financial remuneration creates a level field for the NFPs and commercial providers, further strengthening the focus on quality as the major criteria. • 10% of total student fees will still offer schools some revenue.
<p>Open Tender Process</p> <p>Use of OSHC as a revenue stream.</p>	<ul style="list-style-type: none"> • Issues as listed in two-step process. • Removing the preference for P&C OSHC delivery moves the decision-making further away from those who directly use and benefit from the service. • May create inequities in OSHC availability and affordability for parents. 	<ul style="list-style-type: none"> • Provides for a truly market-driven, competitive process. • Allows complete principal authority to select a provider which best meets the school’s needs.



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

13 NOV 2012

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

OSHClub Australia
50 Downing Street
OAKLEIGH VIC 3166

Dear contrary to pu

Thank you for your email dated 21 September 2012 regarding the Queensland Government policy for the provision of Outside School Hours Care (OSHC) to public schools.

The Department of Education, Training and Employment's OSHC procedure is currently under review. The review also coincides with a review of the processes and procedures that apply in the selection and engagement of service providers in this important area.

I would encourage you to make your representations to the Queensland Children's Activities Network (QCAN), as your peak body. My Department will consult with QCAN on their members' views in the near future.

Should you wish to discuss the review process further, I invite you to contact Ms Hayley Stevenson, Director, Government Liaison and Projects, Education Queensland, by email at hayley.steveon@dete.qld.gov.au or by telephone on (07) 3237 0588.

Thank you for raising this important matter with me.

Yours sincerely

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

Ref: 12/378816 ETE/12/3270

Minister's Office File Ref:	
Department File Ref:	12/437183

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With Correspondence

Action required by: N/A

Routine – Information to support correspondence

SUBJECT: ETHNIC SCHOOLING ASSOCIATION QUEENSLAND – FUTURE FUNDING

Summary of key objectives

- President of Ethnic Schooling Association Queensland (ESAQ) has written requesting information with regard to:
 - The Secretariat's relocation to Brisbane School of Distance Education, Coorparoo;
 - ongoing funding for ESAQ; and
 - a request for increased funding.
- Accommodation for the ESAQ Secretariat will continue to be provided by Education Queensland.
- In February 2012 Education Queensland approved a grant increase from \$12,000 to \$20,000 per financial year for ESAQ. It is proposed that this provision of funding for \$20,000 per financial year to support the administration of the Ethnic Schooling Association of Queensland continue, with no further increase to the grant.

Key issues

ESAQ Funding

1. Since 1992 Education Queensland has funded ESAQ for administrative support. The ESAQ Secretariat has been accommodated in the EQ facility at the Queensland LOTE Centre.
2. With the relocation of the LOTE Library to the Brisbane School of Distance Education (BSDE), the ESAQ Secretariat will be also relocated to the BSDE where accommodation will continue to be provided, along with access to meeting rooms, phone access, LOTE Library resources and reprographics equipment at cost.
3. The accommodation provision comprises furniture and equipment for one officer for a period of three days per week – two of which have been on a work-from-home basis and one day from the desk provided at the LOTE centre.
4. The ESAQ Secretariat has indicated to Education Queensland staff that these proposed arrangements are satisfactory.
5. In 2003, the amount of funding for ESAQ administrative support was increased to a base amount of \$12,000 per annum. As circumstances permitted, extra funding was provided to ESAQ by the LOTE Centre from their budget.
6. In December 2010, Ms Irene Bayldon-Tavutavu, President of ESAQ, requested a meeting with the then Minister to discuss additional funding for extra hours for administrative support.
7. Following a meeting in February 2011 between staff of the Department, s 47(3)(b) - contrary to public interest, contrary to public of Community Languages Australia, and Ms Irene Bayldon-Tavutavu, President of

Minister's Office File Ref:	
Department File Ref:	12/437183

ESAQ Education Queensland agreed to increase the grant funding from \$12,000 to \$20,000 per annum.

8. The grant to ESAQ is made in two \$10,000 payments, usually at the commencement of each school semester.
9. The first payment of \$10,000 for the financial year 2012-2013 was made in July 2012. The second payment of \$10,000 is due to be made in January 2013 upon receipt of an Invoice from ESAQ.
10. Education Queensland does not support a further increase to the ESAQ grant of \$20,000 at this time.

Funding for After Hours Ethnic Schooling (AHES) Establishments in Queensland

11. AHES establishments are not required to hold ESAQ membership to receive funding from EQ.
12. AHES establishments must apply each year for funding. To receive funding the eligibility criteria must be met.
13. The present funding model is as follows:
 - Each AHES establishment receives a base grant per school of \$1,500. This amount is irrespective of the size of the school or the number of its campuses.
 - For a minimum of two hours each week, \$70 is paid for each student per annum. This amount is variable to allow for adjustments to cater for increases in total AHES student numbers and/or decrease in total funding allocated to AHES.
 - Where weekly classes are longer than two hours, AHES establishments are funded \$15 per student per annum for each additional ½ hour of learning.

Background

14. The ESAQ is a non-profit, community-based, public organisation that advocates on behalf of AHES establishments in Queensland.
15. ESAQ membership is not a compulsory requirement for AHES establishments in order to receive funding and support from EQ.
16. The AHES program conducts classes for Years Prep-12 students in a range of community languages. The classes, often staffed by volunteer instructors take place on weekends or after standard school hours. In 2012, the AHES program supports approximately 6,000 students in 41 languages.
17. The AHES Program is managed and supported by Education Queensland (EQ) through administration and payment of grants to eligible individual AHES establishments and the payment of insurance (public liability, volunteer personal accident and property) to those establishments who use EQ premises for their classes.

Right to information

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

Minister's Office File Ref:	
Department File Ref:	12/437183

Recommendation

That the Chief of Staff

Note the information provided regarding the provision of administrative funding support to ESAQ and continued commitment to accommodation for the ESAQ Secretariat.

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

/ /

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

Endorsed by:
ADG EQ

Marg Pethiyagoda

State Schooling Operations and
Strategy

Tel: 3237 0157

Mob:

Date: 21/11/12



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

14 DEC 2012

Ms Irene Bayldon-Tavutavu
President
Ethnic Schooling Association Queensland
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Queensland 4002 Australia
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Facsimile +61 7 3211 8011
Email education@ministerial.qld.gov.au

Dear Ms Bayldon-Tavutavu

Thank you for your email dated 25 October 2012 regarding the Ethnic Schooling Association Queensland (ESAQ) and the Queensland Languages other than English (LOTE) Centre.

I appreciated your positive comments about the value of services provided by the Queensland LOTE Centre to ESAQ.

As you are aware, the Queensland LOTE Centre was located within the Brisbane School of Distance Education, West End. However this West End site has been on the Department of Education, Training and Employment's property disposal list since 2010. Therefore, during Term 4 2012 the Queensland LOTE Library was relocated to the Brisbane School of Distance Education (BSDE) at Coorparoo, in preparation for the library to be functional for the start of the 2013 school year.

It is my understanding that the ESAQ Secretariat will be relocated to BSDE where accommodation will be provided, along with access to meeting rooms through a booking system, reprographics equipment at cost, and LOTE Library access. I am advised that the ESAQ Secretariat has indicated to my Department that these proposed arrangements are satisfactory.

I am also pleased to confirm that the Department is committed to ESAQ's grant payment of \$20,000 for the 2012-2013 financial year. I understand this grant represents an increase from the previous grant of \$12,000 and is provided for the purpose of supporting the administration of the ESAQ. As a result of the current economic climate and the need to find budget savings, any further increase to this grant payment is not possible.

Your commitment to After Hours Ethnic Schooling in Queensland state schools is appreciated.

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

Yours sincerely

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

Ref: 12/403445 ETE/12/3822

Minister's Office File Ref:	ETE/12/4019
Department File Ref:	12/417929

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With Correspondence

Action required by:

Urgent – Information to support correspondence to the Minister for Transport and Main Roads

SUBJECT: CORRESPONDENCE TO MINISTER FOR TRANSPORT AND MAIN ROADS REGARDING SAFETY STANDARDS FOR CHARTER BUS SERVICES CARRYING STUDENTS

Summary of key objectives

- Provision of information to support the response to the Honourable Scott Emerson MP, Minister for Transport and Main Roads.

Key issues

1. As requested by the Honourable Campbell Newman, Premier, a review of the Department of Education, Training and Employment's (DETE) School Excursion Procedure (SEP) has been undertaken.
2. The SEP is currently being updated to require buses used for excursions travelling on Environment 3 roads to have the same safety features as contracted school bus services travelling on these roads.
3. The updated procedure for state schools will take effect from Term 1, 2013.
4. As some schools are currently planning excursions for next year, a *Schools Update* notification was published on 29 October 2012 so that appropriate transport arrangements can be made. Schools will receive further notification of the updated procedure at the beginning of the 2013 school year.

Implications

5. To ensure that non-state schools and organisations chartering buses for school students are covered by the same safety requirements, amendments to the *Transport Operations (Passenger Transport) Standard 2010* will be required.
6. Officers from the School Transport Unit in DETE and DTMR will work together to amend the *Transport Operations (Passenger Transport) Standard 2010*.

Consultation

7. The following stakeholders were consulted on the proposed amendment to the SEP:
 - Queensland Association of Special Education Leaders;
 - Queensland Association of State School Principals;
 - Queensland Secondary Principals' Association; and
 - Queensland State P-10/12 School Administrators' Association.
8. Stakeholders are supportive of the amendment and did not raise any issues.

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Background

9. On 23 August 2012, the Premier wrote to the Honourable John-Paul Langbroek, Minister for Education, Training and Employment on behalf of a concerned parent requesting that DETE review the SEP to ensure that it includes information about bus safety and design. It was suggested that the requirements relating to government-contracted school buses on Environment 3 roads should be expanded to include buses chartered by schools for school excursions, where they travel on these roads.

How FAR
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THS?

10. A response to the Premier advising him of the outcome of the SEP review is being progressed.

11. The Premier also wrote to the Minister for Transport and Main Roads regarding this issue, who then subsequently wrote to the Minister on 29 October 2012 providing advice on bus safety requirements and Environment 3 roads.

Right to information

12. 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 outcome of the review of the *School Excursions* procedure.

NOTED

FIONA CRAWFORD *Tina Crawford*
Chief of Staff *J.P.R.*
Office of the Hon John-Paul Langbroek MP
Minister for Education, Training and Employment

31 12 112

Copy to Assistant Minister

Chief of Staff's comments

Action Officer
Samantha Thorning
Senior Policy Officer
School Administration &
Resourcing, Education
Queensland
Tel: 3247 3396

Endorsed by:
Hayley Stevenson
Director
School Administration &
Resourcing, Education
Queensland
Tel: 3237 0588
Mob:
Date: 9/11/2012

Endorsed by:
ADG
Marg Pethiyagoda
State Schooling
Operations & Strategy,
Education Queensland
Tel: 3237 0157
Mob:
Date: 9/11/2012



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

5 DEC 2012

The Honourable Scott Emerson MP
Minister for Transport and Main Roads
GPO Box 2644
BRISBANE QLD 4001

Level 22 Education House
30 Mary Street Brisbane 4000
PO Box 15033 City East
Queensland 4002 Australia
Telephone +61 7 3237 3000
Facsimile +61 7 3211 8011
Email education@ministerial.qld.gov.au

Dear Minister *Scott,*

Thank you for your letter dated 29 October 2012 regarding safety standards for charter buses used for school excursions and the proposed amendment to the Department of Education, Training and Employment's *School Excursions* procedure.

I am pleased to advise that the *School Excursions* procedure is currently being updated to require buses used for excursions travelling on Environment 3 roads to have the same safety features as contracted school bus services travelling on these roads. The procedure will also include a link to the Department of Transport and Main Roads' website providing information relating to Environment 3 roads.

I am advised that the updated procedure will take effect from Term 1 2013. In anticipation of this change, my Department has already advised schools of the increased safety requirement so that schools planning excursions for next year can make appropriate transport arrangements. Schools will receive further notification of the updated procedure at the beginning of the 2013 school year.

I acknowledge that this amendment will only affect state schools and, as mentioned in your letter, changes to the *Transport Operations (Passenger Transport) Standard 2010* will be required to ensure non-state schools and organisations chartering buses for school students are covered as well.

Thank you for your interest and commitment to the safety of Queensland school students. Should you wish to discuss this matter further, I invite you to contact my Chief of Staff Ms Fiona Crawford on telephone 3235 4489.

Yours sincerely

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

Ref: 12/417463 ETE/12/4019

Minister's Office File Ref:	ETE/12/2748
Department File Ref:	12/333130

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: For noting
Action required by: N/A
Routine – Information to support correspondence

SUBJECT: PRIME MINISTER'S PRIZES FOR SCIENCE REVIEW COMMITTEE

Summary of key objectives

- To provide the Minister information about the review of the Prime Minister's Prizes for Science.

Key issues

1. The two Prime Minister's Prizes for Science teaching represent national awards that recognise innovative and inspirational contributions to science teaching, highlight the importance of science in schools and encourage community interest in scientific endeavours.
2. Highly ranked Primary and Secondary Science Teaching Prize Nominees are recognised through the award of Highly Commended certificates.

Implications

3. There are no financial or legal implications.

Background

4. Questacon, a Division of the Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education, is holding a review of the Prime Minister's Prizes for Science.
5. The Chair of the review committee is requesting comment on the two science teaching prizes.
6. The Chair has also written to the Minister for Science, Information Technology, Innovation and the Arts to seek comment on the other three science categories of prizes.
7. Five Prime Minister's Prizes for Science are awarded annually to Australian citizens or permanent residents each year.
8. The prizes are:
 - Prime Minister's Prize for Science;
 - Science Minister's Prize for Life Scientist of the Year;
 - Malcolm McIntosh Prize for Physical Scientist of the Year;
 - Prime Minister's Prize for Excellence in Science Teaching in Primary Schools; and
 - Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools.
9. The Department of Education, Training and Employment has been invited to comment in review of the Prime Minister's Prize for Excellence in Science Teaching in Primary Schools and the Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools.

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10. The Prime Minister's Prizes for Excellence in Science Teaching in Primary Schools and Secondary Schools commenced in 2002 and are awarded to two teachers who have made an outstanding contribution to science education in Australia.
11. The Science Teaching Prizes each comprise a silver medallion and lapel pin, and a cash prize of \$50,000.
12. Queensland has produced three recipients of the Prime Minister's Prizes for Excellence in Science Teaching in Primary and Secondary Schools. Alwyn Powell and Cheryl Capra were awarded the Primary Science Teaching Prize in 2004 and 2007 and Debra Smith received the Secondary Science Teaching Prize in 2010.
13. Professor Ian Frazer was awarded the Prime Minister's Prize for Science in 2008, and Bostjan Kobe was awarded the Science Minister's Prize for Life Scientist of the Year in 2001.

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:	ETE/12/2748
Department File Ref:	12/333130

Recommendation

That the Chief of Staff

Note information in relation to the review of the Prime Minister's Prizes for Science.

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

Chief of Staff's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Terri Burnet	Director	ADG	DDG
Principal Education Officer (Science)	Anne Schafer	Sharon Mullins	Lyn McKenzie
State Schooling Operations and Strategy		State Schooling Operations and Strategy	Education Queensland
Tel: 323 71032	Tel: 323 59877	Tel: 323 70157	Tel: 323 70619
	Mob:	Mob:	Mob:
	Date 4/9/12	Date: 5/09/12	Date: 7/9/12



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

14 SEP 2012

Professor Brian Schmidt
Chairman
Prime Minister's Prizes for Science Review Committee
Questacon – The National Science and
Technology Centre
PO Box 5322
KINGSTON ACT 2604

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 Professor Schmidt

Thank you for your letter dated 23 August 2012 inviting comments about the two Prime Minister's Prizes for Science relating to science teaching.

In response to the scope of the Review, I acknowledge the Prime Minister's Prize for Excellence in Science Teaching in Primary Schools and for Excellence in Science Teaching in Secondary Schools recognise innovative and inspirational contributions to science teaching. Queensland recipients of the science teaching prizes are commended for their dedication and inspiration to others, and their role within the Department of Education, Training and Employment is highly valued.

These two prizes highlight the importance of science in schools and encourage community interest in scientific endeavours and I consider the prizes are sufficient and appropriate with regard to the recognition of science teaching achievement at this level.

My Department promotes the Prime Minister's Prizes for Science through a variety of communication channels, including through regional science personnel, science discussion lists and teamsites.

It should be noted that from 2015, Year 7 will be included in the secondary sector in Queensland. If a third prize was made available, it might be useful to distinguish between a junior secondary (Years 7 to 9) and a senior secondary prize.

Should the committee wish to discuss this matter further, I invite them to contact Ms Marg Pethiyagoda, Assistant Director-General within Education Queensland, by email at margaret.pethiyagoda@dete.qld.gov.au or on telephone (07) 3237 1625.

Thank you for providing my Department with the opportunity to review the Prime Minister's Prizes for Science.

Yours sincerely

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

Ref: 12/331776 ETE/12/2748

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

Pages 50 through 216 redacted for the following reasons:

Sections 47(3)(b) and 49 of the RTI Act - Schedule 4, Part 4, section 1(b) of the RTI Act (Information affecting relations with other governments)