

In the matter of the *Commissions of Inquiry Act 1950***Commissions of Inquiry Order (No.4) 2015****Barrett Adolescent Centre Commission of Inquiry****AFFIDAVIT**

Patrea Ursula Walton of Department of Education and Training, Deputy Director-General solemnly and sincerely affirms and declares:

Professional Background

1. I am currently employed as the Deputy Director-General, State Schools, Department of Education and Training. My current curriculum vitae outlines my full qualifications and employment history. **Exhibit A** to this affidavit is a copy of my current curriculum vitae.
2. In 2012 I was employed as Assistant Director-General, Flying Start Implementation with the Department of Education and Training. From January 2013 to the 16 June 2013 I was the Chief Executive Officer for the Queensland Studies Authority.
3. From 17 June 2013, I was employed as Acting Deputy Director-General, State Schools, Department of Education and Training. My position was made permanent on 30 August 2013. **Exhibit B** to this affidavit are the position descriptions for the above-mentioned positions.

Page 1
Deponent
~~A.J.P., C.Dec.~~, Solicitor**AFFIDAVIT**

On behalf of the State of Queensland

Crown Solicitor
11th Floor, State Law Building
50 Ann Street
BRISBANE QLD 4000
TEL: 
Email: 

The BAC School at Wacol

4. I am aware that the Barrett Adolescent Centre Special School (School) was a specific purpose special school within the Metropolitan Region, which provided educational support to students with mental health issues. The School was one of the 1,234 state schools in Queensland that fall under my responsibility as the Deputy Director-General, State Schools. My role was to supervise the seven regional directors in their work of the state schooling system locally.
5. The reporting structure of the School involves the Principal of the School reporting to the Regional Director, Metropolitan Region via the Assistant Regional Director, School Performance Metropolitan Region.
6. Before 19 July 2013, I was aware of the School but was not directly involved in any aspect of its operation.
7. On 19 July 2013 I became aware that Queensland Health had made a decision to close the Barrett Adolescent Centre. I received an email attaching a briefing note prepared by the Department of Health. The email was sent to me by Peter Blatch, Assistant Regional Director, School Performance Metropolitan Region. **Exhibit C** to this affidavit is a copy of that email and attached briefing note.
8. Since 19 July 2013, I have been kept informed of a number of decisions regarding the continued operation of the School, including the decision to relocate the School.
9. I understand the original purpose of the School was to provide education services to "disturbed adolescents" who are inpatients and outpatients at the Wolston Park Hospital. I have located a copy of the Memorandum to the then Minister for Health regarding the creation of the Centre and the School. **Exhibit D** to this affidavit is a copy of that Memorandum.

10. The School is structured in accordance with other Queensland state schools. It had a Principal who was responsible for leading the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. The Principal was responsible for supervising all staff, including Teaching and non-teaching staff, in the performance of their duties. The principal also had the responsibility of understanding the legislation and policies that impact on schooling along with managing the resources (financial, physical and human) to achieve goals.
11. In 2012 the School structure consisted of one principal and 4.32 Full-Time Equivalent (FTE) teachers and 108.2 hours per week of teacher aide time. **Exhibit E** is the Barrett Adolescent Centre Special School staffing model allocation from 2012-2015.
12. The School provided onsite as well as outreach education services. A significant role of the School was to provide transitional support and education services for students coming from and returning to mainstream Queensland schools or on to further education and training.
13. The reporting structure of the School and relationship with the Department of Education is the same as any other Queensland state school, other than independent public schools. The Barrett Adolescent Centre Special School is not an independent public school.
14. The Principal reports to the Assistant Regional Director, School Performance within the Metropolitan region. The Assistant Regional Director then reports to the Regional Director, Metropolitan Region.
15. The School principal reports to the Assistant Regional Director, School Performance in the Metropolitan Region. In accordance with their professional roles and responsibilities the Assistant and Regional Director would on occasion visit the School

to meet with the Principal and discuss school improvement matters and operational issues. The School (as was the same with all state schools) was also required to undergo a number of audits including the Teaching and Learning Audits, Disciplinary Audit and was required to publish an Annual Report. The Annual Report provides parents, staff, students and the community with meaningful information about the school. All Queensland State Schools are required to publish a minimum set of information for parents and the community in the Annual Report. **Exhibit F** to this affidavit is a copy of the School's Teaching and Learning Audit (2012) and Discipline Audit (2014). I would not typically receive the annual report from any school in my role as Deputy Director-General.

16. The School is funded by the Department of Education and Training. From 2012 the School has a staffing model allocation of:
- (a) 4.32 Teacher FTE;
 - (b) 0.20 Curriculum Coordinator FTE;
 - (c) 0.39 Non-contact FTE;
 - (d) 0.3 Principal Administrative Time FTE; and
 - (e) 108.2 Teacher Aide time per week. (Refer **Exhibit E**)
17. In addition, the School, like all schools, had access to regional resources. The region could provide extra services such as therapy services and other such professional support. Access to those resources was provided based on the needs of the students and staff of each particular school, taking into consideration that decisions regarding the allocation of regional resources were made at the regional level.

18. The School received the following budget actuals from the Department of Education and Training:

- (a) \$87,281.69 in 2012;
- (b) \$81,685.61 in 2013;
- (c) \$63,460.30 in 2014; and
- (d) \$75,705.16 in 2015.

The following actual budget allocations are contained in **Exhibit G** provided by Finance Branch, Department of Education and Training. In addition to this funding, the Department covers the cost of the establishment Full Time Equivalent (i.e. staff costs).

19. I was not made aware of any formal complaints or serious concerns about the running of the School for the period January 2012 to January 2014. Typically all informal and formal complaints would be dealt with either at a school or regional level. Further, I was only appointed to the role of Deputy Director-General, State Schools in June 2013.

20. At the time, I did not hold or communicate any concerns about the nature and or function of the School and its educational outcomes. Again, I was only appointed to the role of Deputy Director-General, State Schools in June 2013.

Visits to the School

21. I did not visit the School when it was based at Wacol, including during the 2012-2014 time period. It is the responsibility of the Assistant Regional Director and Regional Director, Metropolitan Region to undertake site visits. I did attend the School in 2015 at Tennyson on Tuesday 14 July.

22. Following my brief visit to the School located at Tennyson in 2015, I made contact with the head of the School Improvement Unit to ask for a review to be undertaken. As the school had not undergone a thorough review process since the 2012 Teaching and Learning Audit, I considered a review would ensure that the curriculum and teaching and learning at the School were meeting departmental expectations. **Exhibit H** is the School Improvement Unit Report for the Barrett Adolescent Centre Special School.

The Closure Decision

23. I became aware of the proposed plan to close the Barrett Adolescent Centre and relocate the School on or about 19 July 2013.
24. The proposed plan to relocate the School was communicated to me by way of an email from Peter Blatch, Assistant Regional Director (**Exhibit C**) on 19 July 2013.
25. The reasons for the need to relocate the School are contained in the email I received on 19 July 2013 from Peter Blatch. I consider the reason for the need to relocate the School was because of Queensland Health's decision to close the Barrett Adolescent Centre.
26. The advice I received from the Region was that the students at the School were senior students and that continuity of the education services provided to them was necessary.
27. A Working Group was established as part of the transition arrangements developed in collaboration with Queensland Health. I understand that the membership of the Working Group consisted of the Assistant Regional Director, School Performance Metropolitan Region, the Principal of the School and the current Principal of the Lady Cilento Children's Hospital School. The Working Group had the capability to invite other members or invitees as needed during the Working Group's activities.

28. The purpose of the Working Group was to explore options for relocation and changes to the service delivery methods of the education services provided by the School. I had no direct involvement with the activities of the Working Group as it reported at the Regional level.
29. I recall the recommendation of the Working Group was that the School be relocated to an available building at the Yeronga State High School. I recall being informed of that recommendation and being supportive of the recommendation.
30. There was no question of closing the School. There were a number of students at the School who were in their senior years of schooling and the ongoing continuity of education provision to those students was a priority.
31. The prescribed process for closing any state school is a lengthy one requiring significant consultation and other discrete considerations.
32. Further, in May / June 2014 the Minister for Education made a public announcement in that there would be no further closures of schools in Queensland. **Exhibit I** is a copy of a related media release.
33. The school staff at the School received formal notification of the closure of the Barrett Adolescent Centre and the intention to relocate the School on 6 August 2013. The information was provided at a meeting at the School.
34. The reasons provided to education staff at this meeting are contained in the speaking points delivered by Sharon Kelly on 6 August 2013. I received an email from Acting Assisting Regional Director, Wayne Wilkinson on 6 August 2013. The email informed me that the meeting with education staff had occurred and attached the speaking points of Sharon Kelly's information provided to the education staff.

35. Peter Blatch had also provided me with a draft Questions and Answers document regarding the transition arrangements which was created to assist education staff with their questions following the meeting on 6 August 2013. **Exhibit J** to this affidavit is the email I received from Wayne Wilkinson dated 6 August 2013 and attached speaking points and email from Peter Blatch dated 2 August 2013 attaching the draft questions and answers document.
36. The meeting and presentation provided to education staff on 6 August 2013 was the formal process in place to communicate the closure of the Barrett Adolescent Centre. Acting Assistant Regional Director, Wayne Wilkinson and Judith Duncker, Manager Human Resources, Metropolitan Region of the Department of Education attended this meeting with education staff on the 6 August 2013 to provide responses to staff questions. The Regional commitment was to maintain a continuous discussion with the education staff and this occurred via the Principal and Assistant Regional Director, School Performance Metropolitan Region.
37. Other than the closure of the Barrett Adolescent Centre, I was not aware of any specific concerns regarding the impact of closing the Barrett Adolescent Centre and relocating the School. I was aware that the closure of the Barrett Adolescent Centre and relocation of the School would have an impact on the school's community. The key priority for the Department of Education was the ongoing provision of educational services to the students of the School. I believe any specific concerns would have been raised with the Principal and discussed at the Regional level.
38. I was provided with updates on the future of the School by Assistant Regional Director, School Performance Metropolitan Region, Peter Blatch. Peter Blatch did not inform me of any specific concerns held by any individuals that I can recall. **Exhibit K** to this affidavit are a number of email updates I received from Peter Blatch.

39. Although I do not recall being made aware of any specific concerns, it was a reasonable assumption that the closure of the Barrett Adolescent Centre and the relocation of the School would likely cause concerns for students, parents and education staff because at the time the future health provision was unclear. Issues of staff support would have been managed by the School Principal with guidance and assistance from the Region.
40. I do not have specific dates, but to the best of my knowledge following 6 August, 2014 I was asked by the Director-General, Department of Education and Training, Dr Jim Watterston as to the processes for possible closure or renaming of the Barrett School. I indicated that such changes were not possible in the short term as formal processes would need to be followed which included consultation and would no doubt take several months.
41. There was no reduction in education staff numbers following the announcement of the closure of the Barrett Adolescent Centre on 6 August 2013.
42. From the time of the announcement on 6 August 2013 to the actual closure of the Barrett Adolescent Centre, school staff continued their duties at the Wacol site until the School was relocated to the Yeronga State High School site. Staff could also transfer out of the school to another school location through the annual transfer cycle.

Relocation to Yeronga

43. The decision to relocate the School to Yeronga State High School was made at the Regional level. The decision was made and informed by the recommendation of the Working Group. I was advised that the Working Group reviewed options across the region to select the most appropriate site to continue the provision of education services. The most appropriate site determined by the Working Group was Yeronga State High School. While I do not specifically recall the timing or details of the conversation, I was supportive of the Working Group's recommendation.

44. I did not have direct involvement in implementing the relocation of the School to Yeronga State High School and I am not aware of how the decision was communicated. Communication and implementation of these decisions would have occurred at the Regional level.
45. All considerations were made by the Working Group in identifying Yeronga State High School as the most suitable site for the relocation of the School.
46. I had no direct involvement with the decision to relocate the School to Yeronga State High School. The Working Group reviewed the available options across the region to select the most appropriate site to continue the provision of education services to the School students. The Working Group identified Yeronga State High School as the most appropriate site. The Yeronga State High School site was recommended to the Regional Director and I believe I was advised of that recommendation, although I do not specifically recall the time or details of the conversation.
47. The reasons why the School was relocated and not closed are explained in paragraph 32 of my Affidavit. The priority at all times was to maintain the continuity of educational provision to a vulnerable group of young people. I received an email from Peter Blatch dated 20 December, 2013 outlining the relocation to Yeronga State High School site. **Exhibit L** to this affidavit is a copy of that email. I believe the School, when based at Yeronga State High School, continued to provide education services to the enrolled students. The School was operating under a different service delivery model at Yeronga State High School as there were no inpatient residential students. I was not made aware of any operational difficulties occurring at the Yeronga State High School site. I was aware of the significant impact on students and staff following the deaths of the three former students throughout the 2014 school year.

Transition Arrangements

48. The Principal of the School was responsible for the education transition of students following the closure announcement. I am aware that individual education plans and senior education and training plans were created for the students. Some students continued on-site attendance at the School at Yeronga, while others were provided with outreach services. The creation of transition plans was not an unusual process for the school staff as students would return to mainstream schools once they were no longer a resident of the Barrett Adolescent Centre.
49. I was not directly involved in any of the students' transition arrangements. I am aware that individual education plans and senior education and training plans were prepared for the students.
50. The student transition arrangements were managed by the School education staff under the supervision of the Principal, with support from the Assistant Regional Director, School Performance Metropolitan Region.
51. It is the responsibility of the school to execute the education transition arrangements with the support of regional services as required.
52. The school staff made all of the transition arrangements. The individual education plans were created by the education staff as they held the experience and expertise in creating and implementing education plans for students with mental health issues.
53. The school staff progressed the education transition of students. As I am not a health care professional it was not within my expertise to determine that the closure of the Barrett Adolescent Centre and the transition process might place students at an increased risk of suicide or deterioration of their mental health. Any matters involving the health care needs of students would have been referred to the appropriate medical

professionals. As in all schools, school staff would communicate concerns to the principal if they related to the safety and wellbeing of students.

54. Each student's ongoing educational needs would have been reflected in the individual education plans created by the school staff.
55. I am not aware of any official audit of the adequacy of the education provided to transition students after the transition process. I am aware that the transition process was implemented by the education staff under the supervision of the School Principal with guidance and supervision from the Assistant Regional Director, School Performance Metropolitan Region.
56. There was an expectation for students who exited the School to be monitored. The implementation of the transfer arrangements of the School students did not fall outside the usual employment duties of the education staff.

Subsequent relocation of the School to Tennyson

57. The Yeronga State High School site was a temporary arrangement as the area utilised during 2014 was required in 2015 by Yeronga State High School due to Year 7 commencing in secondary schools.
58. My understanding of what was occurring was that the Working Group continued to review options for 2015 and provide advice. Recommendations for relocation of the school to the Yeronga and Tennyson sites were made at the regional level.
59. I did not have direct involvement in implementing the relocation of the School to Tennyson Special School and I do not recall how the decision was communicated to the School community. Such communication and implementation of the decision would have occurred at the Regional level.

60. Again, all considerations to relocate the School to Tennyson Special School site were made at the regional level.
61. The current plan for the School is for it to continue operating at Tennyson Special School. Direction will be sought regarding the future operation model of the School following the outcomes of the Commission of Inquiry into the closure of the Barrett Adolescent Centre. I expect further consultation will occur with the Minister for Education, Queensland Health and other key stakeholders regarding the future education service delivery. I am not aware if the current model of the School will continue on a long term basis. Further direction and consultation will be sought in the future.
62. The School purpose is and always has been to provide education services to students with complex mental health issues. I believe the School continues to provide education services to students with mental health issues.
63. As I am not a mental health professional I cannot comment on alternative service models that may be better suited to **treating** adolescents with complex mental health needs. However I am committed to ensuring students have access to quality education programs.

General

64. I was made aware of a formal complaint made against the Principal of the School in September 2014. As the allegation made against the School Principal was brought to my attention, I made the decision to refer the complaint to the Department's Ethical Standards Unit for urgent investigation.
65. On 11 September 2014 I received an email from Brett Heath, Assistant Director of Ethical Standards Unit. The email advised no misconduct or corrupt conduct had been

identified and that no further inquiry or action was necessary from an Ethical Standards Unit perspective, and that the matter was best managed through managerial action. I was not involved further with this formal complaint or actioning the recommended management action. **Exhibit M** to this affidavit is a copy of the emails I received in relation to the Ethical Standards Unit investigation.

66. I make this statement of my own free will believing its contents to be true and correct.

All the facts affirmed in this affidavit are true to my knowledge and belief except as stated otherwise.

Affirmed by Patrea Ursula Walton on 21)
October 2015 at 30 Mary Street,)
Brisbane in the presence of:)



~~A Justice of the Peace, C. Dec., Solicitor~~

In the matter of the *Commissions of Inquiry Act 1950*

Commissions of Inquiry Order (No.4) 2015

Barrett Adolescent Centre Commission of Inquiry

CERTIFICATE OF EXHIBIT

Exhibits A to M to the Affidavit of Patrea Ursula Walton sworn on 21 October 2015.



Deponent



A.J.P., C.Dec., Solicitor

In the matter of the *Commissions of Inquiry Act 1950***Commissions of Inquiry Order (No.4) 2015****Barrett Adolescent Centre Commission of Inquiry****INDEX TO EXHIBITS**

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Exhibit A

PATREA WALTON

Curriculum Vitae

August 15

PATREA WALTON

2015

CURRENT ROLE

DEPUTY DIRECTOR GENERAL
STATE SCHOOLING

The State Schooling Division which I currently lead has a budget of \$5.8b and delivers high quality education to more than 70 percent of all Queensland school students at prep, primary and secondary levels (522,000 students in over 1200 state schools). In this role I take personal responsibility for serving the government of the day and meeting the needs of the people and communities of Queensland. As a senior executive I work towards a system of world class service delivery and public sector management.

PREVIOUS EXECUTIVE OFFICER

DIRECTOR GENERAL, STATE SCHOOLING

JAN – JUNE 2013

As CEO, I was responsible for leading the day to day operations of the Authority. I provided expert advice to support the governing body in the development of its strategic directions, decision making and good governance, including analysis of educational trends and practice relevant to the functions of the Authority. I implemented the Authority's strategic direction as endorsed by the governing body and was responsible for overall financial and corporate management, accountability and transparency, including monitoring resourcing pressures and maximising efficiency with a budget of \$38m.

ASSISTANT DIRECTOR GENERAL, FLYING START

2010 to 2012

Provide executive leadership in the implementation of the Flying Start Reform agenda to assist the Director-General and the Minister of Education in the setting and delivery of high-quality outcomes and Government priorities. Also manage strategic partnerships with internal and external stakeholders implementing Flying Start Reform objectives to ensure effective and efficient services to schools and regions. Championed the Department's Flying Start Reform agenda vision and goals.

ASSISTANT DIRECTOR GENERAL, STUDENT SERVICES

2007 – 2010

Responsible for leading one of the Department of Education and Training's most diverse branches – covering policy and strategic initiatives related to child safety, behaviour support, student wellbeing, and students with disabilities for Queensland schools.

EXECUTIVE DIRECTOR, SCHOOLS

2005 - 2007

Lead the delivery of educational outcomes in the South East Brisbane District to ensure schools in the district were well supported to provide quality educational outcomes for all students.

WORKING CAREER HISTORY

- 2003 **Principal**, Corinda State High School – Band 11 (1 200 students)
- 2001 **Principal**, Glenala State High School – Band 9 (650 students)
- 2000 Corinda District Office
- 1999 Project Officer, Performance Measurement Branch and Human Resources Branch
- 1995 Deputy Principal, Beenleigh State High School
- 1990 Head of Department, Kelvin Grove State High School
- 1989 Commerce Teacher, Shailer Park State High School
- 1982 Commerce Teacher, Toowoomba State High School
- 1979 Commenced teaching at Surat Secondary Department

PATREA WALTON

2015

1976 Student (scholarship) with Kelvin Grove College of Advanced Education

EDUCATION AND CREDENTIALS

Bachelor of Education (1985)

UNIVERSITY OF SOUTHERN QUEENSLAND

Diploma of Teaching, Commerce, Secondary (1978)

QUEENSLAND UNIVERSITY OF TECHNOLOGY

PROFESSIONAL EXPERIENCES

CURRENT

➤ **Member of the Australian Council for Educational Leaders (ACEL)**

The Australian Council for Educational Leaders (ACEL) is a not-for-profit company and a 21st Century learning organisation that is continuously improving its practices to harness national and global opportunities. ACEL actively supports the development of leadership capabilities across Australia through its national and branch initiated professional learning activities, international conferences, publications, online programs, and other partnership initiatives in leadership development.

➤ **Member of the Australian Institute for Teaching and School Leadership
School Leadership Expert Standing Committee**

The Australian Institute for Teaching and School Leadership (AITSL) provides national leadership for the Australian, State and Territory Governments in promoting excellence in the profession of teaching and school leadership.

➤ **Queensland representative on Australian Curriculum, Assessment and Reporting Authority (ACARA) Board**

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority which takes a national approach to education through developing and implementing a robust and comprehensive national curriculum; implementing the National Assessment Program which are the national tests students sit in school – including NAPLAN and collecting and publishing information on My School about the performance and resources of more than 9500 schools around the country.

➤ **Queensland representative on the National Schools Policy Working Group which is a Standing Working Group established to provide advice through AEEYSOC (Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) to Ministers**

➤ **Member of the national Asia Education Foundation Advisory Group**

The AEF is a joint activity of Asialink at The University of Melbourne and Education Services Australia. AEF partners include state and territory education jurisdictions, educational professional associations and corporate and philanthropic supporters. The AEF Advisory Group provides insight and advice to support AEF's strategies and programs.

➤ **Foundation Member of the Queensland Curriculum and Assessment Authority Board (previously QSA)**

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. We provide Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services for Queensland schools.

PATREA WALTON

2015

Current Supervisor:

Dr Jim Watterston

Director-General, Department of Education and Training

Email:

Phone:

Payroll Services
 Floor 17 Education House 30 Mary Street Brisbane
 PMB 15158 City East Queensland 4002 Australia
 Website www.education.qld.gov.au
 ABN 76 337 613 647



Ref: 2104221

STATEMENT OF SERVICE

This is to certify that: **Patrea Walton**

Date of birth: [REDACTED]

Was employed with Department of Education & Training Queensland as:

Service Details

Position & Status	Work Hours (Fortnight)	From	To:	Classification Fortnightly
Kelvin Grove College of Advanced Education – Student (Scholarship)	N/A	09-02-1976	29-01-1979	N/A
Surat Primary School – Permanent	50.00	30-01-1979	29-01-1980	TAS 030001
Surat Primary School – Permanent	50.00	30-01-1980	29-01-1981	TAS 030002
Surat Primary School – Permanent	50.00	30-01-1981	24-01-1982	TAS 030003
Toowoomba State High School – Permanent	50.00	25-01-1982	29-01-1982	TAS 030003
Toowoomba State High School – Permanent	50.00	30-01-1982	29-01-1983	TAS 030004
Toowoomba State High School – Permanent	50.00	30-01-1983	29-01-1984	TAS 030005
Toowoomba State High School – Permanent	50.00	30-01-1984	29-01-1985	TAS 030006
Toowoomba State High School – Permanent	50.00	30-01-1985	29-01-1986	TAS 030007
Toowoomba State High School – Permanent	50.00	30-01-1986	29-01-1987	TAS 040006
Toowoomba State High School – Permanent	50.00	30-01-1987	29-01-1988	TAS 040007
Toowoomba State High School – Permanent	50.00	30-01-1988	29-01-1989	TAS 040008
Toowoomba State High School – Permanent	50.00	30-01-1989	23-07-1989	TAS 040008
Shailer Park State High School – Permanent	50.00	24-07-1989	21-01-1990	TAS 040008
Kelvin Grove State High School – Permanent	50.00	22-01-1990	30-06-1991	TAS 040008
Kelvin Grove State High School – Performing Duties	50.00	01-07-1991	27-03-1992	TAS PO5 02
Kelvin Grove State High School – Performing Duties	50.00	28-03-1992	18-04-1993	TAS PO5 03
Kelvin Grove State High School – Performing Duties	50.00	19-04-1993	18-04-1994	TAS PO5 04

Payroll Services
 Floor 17 Education House 30 Mary Street Brisbane
 PMB 15158 City East Queensland 4002 Australia
 Website www.education.qld.gov.au
 ABN 76 337 613 647

Kelvin Grove State High School – Performing Duties	50.00	19-04-1994	31-12-1994	TAS PO5 05
Beenleigh State High School – Permanent	50.00	01-01-1995	31-12-1995	TAS PO7 02
Beenleigh State High School – Permanent	50.00	01-01-1996	31-12-1996	TAS PO7 03
Beenleigh State High School – Permanent	50.00	01-01-1997	31-12-1997	TAS PO7 04
Beenleigh State High School – Permanent	50.00	01-01-1998	31-01-1999	TAS PO7 05
Portfolio Performance Measurement – Performing Duties	72.50	01-02-1999	08-04-2000	SPEC EO7 05
Human Resource Operations – Performing Duties	72.5	09-04-2000	16-07-2000	SPEC EO7 05
Corinda District Office – Performing Duties	72.50	17-07-2000	31-12-2000	SPEC EO7 05
Glenala State High School – Permanent	50.00	01-01-2001	31-12-2001	TAS PO9 01
Glenala State High School – Permanent	50.00	01-01-2002	31-12-2002	TAS PO9 02
Corinda State High School – Permanent	50.00	01-01-2003	31-12-2003	TAS P11 01
Corinda State High School – Permanent	50.00	01-01-2004	31-12-2004	TAS P11 02
Corinda State High School – Permanent	50.00	01-01-2005	30-06-2005	TAS P11 03
South East Brisbane District Office – Performing Duties	72.50	01-07-2005	01-08-2007	EXE EL3 01
Student Services Branch – Permanent	72.50	02-08-2007	07-10-2009	EXE SE3 03
Student Services Branch – Permanent	72.50	08-10-2009	13-02-2011	EXE SE3 05
State Schools – Performing Duties	72.50	14-02-2011	31-07-2011	EXE SE4 01
Flying Start Implementation Team – Performing Duties	72.50	01-08-2011	31-12-2012	EXE SE3 05
Queensland Studies Authority (non-DET location) – Performing Duties	72.5	01-01-2013	13-01-2013	EXE SE4 01
Queensland Studies Authority (non-DET location) – Permanent	72.50	14-01-2013	16-06-2013	EXE SE4 01
Seconded to DET – DDG, Education QLD	72.50	17-06-2013	08-09-2013	EXE SE4 02
DET – DDG, Education QLD	72.50	09-09-2013	CURRENT	EXE SE4 02

Extended Leave without Pay Details

From	To
06-03-1992	24-04-1992

Regards,

Bryce Morley
 Payroll Services Officer
 Payroll Services
 Department of Education and Training

P: [REDACTED]
 Level 17 | Education House | 30 Mary Street | Brisbane QLD 4000
 PO Box 15033 | City East QLD 4002

Role Description

Deputy Director-General

Job Ad Reference	QLD/CO10236/13		
Job Evaluation No.	13350	TRIM No.	13/195552
Work Unit	Education Queensland Division		
Location	Brisbane		
Classification	SES 4 <i>Public Service Act 2008</i>		
Job Type	SES Profile position - Contract for a period of three years with possible two year extension		
Total Remuneration Value	\$241,625 to \$253,235 per annum		
Contact Officer	Kathy McLean, of Fish & Nankivell		
Contact Telephone			
Closing Date	Sunday, 30 June 2013		

PLEASE DO NOT APPLY ONLINE FOR THIS VACANCY. Please contact Kathy McLean, of Fish & Nankivell on [redacted] to apply.

Your employer

The Department of Education, Training and Employment (DETE) is committed to ensuring Queenslanders have the education and skills they need to contribute to the economic and social development of Queensland. The department delivers world-class education and training services for people at every stage of their personal and professional development. We are also committed to ensuring our education and training systems are aligned to the state's employment, skills and economic priorities. DETE is a diverse organisation with the largest workforce in the state. We provide services through three broad service delivery areas:

- Education Queensland Division delivers high quality education to more than 70 percent of all Queensland school students at prep, primary and secondary levels.
- Training and Employment Division works to meet the current and future needs of industry through building a world class training and skilling system to enhance the skills of Queenslanders and optimise employment opportunities through the management of 13 TAFE Institutes, regulation of the state's apprenticeship and traineeship system, strategic investment in training and skills, and building international partnerships and markets. The division also provides whole of government leadership on employment, labour market and migration issues to help drive a strong and healthy labour market.
- Policy and Programs Division leads early childhood development, and education, tertiary education and training and Indigenous policy, regulates the provision of childcare services and Home Education, supports the Australian Music Examinations Board and the Non-State School Accreditation Board, and provides grants to childcare service providers and non-state schooling sectors.

Education Queensland is responsible for ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive, inclusive and disciplined learning environment and supported by strong governance and efficient business operations. Education Queensland provides support for high quality projects and processes to support schools to be united in their pursuit of excellence.

Education Queensland develops the strategic direction for state schools, supported by policies ensuring that there is alignment between these and the implementation in regions and schools. Education Queensland facilitates principal and teacher capability development through the development of resources, delivering professional development and setting standards through teaching and learning audits.

For more information about the department, please visit our website at www.dete.qld.gov.au



**Queensland
Government**

Your opportunity

As the Deputy Director-General you will:

- Provide support to the Director-General and the Minister, both individually and as a member of the Executive Management Group, in the formulation and determination of strategic policy advice and management issues particularly in relation to state schooling.
- Manage specific program management accountabilities through effective budget development, appropriate monitoring and review systems, and critical reporting requirements.
- Direction of complex and sensitive projects and major change initiative across the organisation, to ensure that the department embraces best practice and fosters the principles of continuous improvement.
- Provide strategic leadership as a member of the Executive Management Group to shape the culture and operation of the department by promoting ownership and commitment to corporate vision and direction; as well as providing support and developing leadership in the Executive Management Group and throughout the department.

The Deputy Director-General reports to the Director General.

Your role

You will have responsibility for leading the following activities and delivery of the following key tasks:

- Drive Queensland Government reforms in the education sector to improve the quality of education, lift learning outcomes for Queensland students and support greater school autonomy.
- Provide strategic advice to the Minister and Director-General on matters of education services strategy, planning and direction.
- Direct and co-ordinate the activities and operations of the Education Queensland Division ensuring outcomes which result in the provision of quality education services.
- On behalf of the Director-General, ensure the successful co-ordination, implementation and integration of major organisational reform initiatives impacting on service delivery.
- Oversee the implementation of major organisation change strategies throughout the department and ensure that the department's management practices are consistent with contemporary 'best practice', Government policies and legislative requirement.
- Represent the interests of the department at major state and national forums and promote the activities of the department in optimising the quality of education outcomes.
- Provide advice to the Minister, Director-General and the Executive management Group on strategic issues impacting on the state schooling sector in Queensland.
- Supervise Regional Directors in their work as leaders of the state schooling system locally.
- Ensure that the operations of state schools are effectively led and managed and that accountabilities for the achievement of student learning outcomes are delivered.
- Manage relationships with significant state schooling stakeholders including P&C Queensland, Queensland Teachers' Union (QTU) and Principal Associations.
- Oversight the financial position of regions and ensure that the Education Queensland budget is effectively managed.
- Deputise for and act on behalf of the Director-General in relation to all issues impacting on the department in the absence of the Director-General.
- Foster an environment that values customers, innovation, high performance, accountability and people in the delivery of high quality services.
- Manage a complex set of financial and human resources to enable effective and efficient education service to Queensland.

- Review relevant program budget submissions and participate in discussions with the Director-General and the Executive Management Group on new proposals, seeking appropriate priority and negotiation relevant changes to budget.
- Provide input and leadership to the development of overall departmental policies and operation plans as part of the Executive Management Group.
- Develop networks at the state and national level, and liaise and negotiate with government agencies, industry representatives, key client groups and the public in relation to departmental interests.
- Review and approve submissions for capital and operating expenditure (up to levels approved under delegation from the Director-General).
- Ensure, through the review and instigation of appropriate programs, the ongoing professional development of staff in the Education Queensland Division.
- Accept accountability for the achievement of the Education Queensland Division operational plans within the parameters of agreed financial, human resources and information and technology budgets.
- Maintain close liaison with other Government Departments and the education community to encourage, promote and reinforce the department's standing and commitment to excellent education, training and early childhood services.
- Liaise closely with other states and senior education, training and early childhood industry representatives to ensure the department is up to date and aware of modern trends in education, training and early childhood delivery, quality and technology.
- Review and monitor, on an ongoing basis, the services provided by the division to ensure the programs of the department's regions, and schools are adequately and appropriately resourced and supported.

How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key attributes:

1. Shapes strategic thinking

Proven high level ability to provide leadership and direction at a senior executive level, shaping and championing the organisation's vision and goals and inspiring as sense of purpose particularly in relation to strategic analysis, judgement and advice.

2. Achieves results

Demonstrated superior management skills to deliver effective and efficient management, including proven ability to develop and negotiate innovative solutions that improve the alignment of resources within a social development context of education, training and early childhood.

3. Cultivates productive working relationships

Proven ability to forge strong networks and rewarding partnerships across Government, business and community; and a capacity to build strong co-operative relationships within the organisation.

4. Exemplifies personal drive and integrity

Substantial track record in the achievement of outcomes in education services through the application of contemporary education management techniques, strategies and standards.

5. Communicates with influence

Demonstrated capacity to apply superior advocacy, negotiation and consultation skills to the implementation of strategic change in a large and complex organisation ensuring alignment with organisational vision and strategic direction.

Your application

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- For further information refer to the Department of Education, Training and Employment's Applicant Information Bulletin (available through www.smartjobs.qld.gov.au and searching on a specific Job Ad Reference).

Additional information

- Appointment to this position is subject to entering a written contract of employment under the *Public Service Act 2008*.
- The successful appointee will be required to give a statement of her/his pecuniary and non-pecuniary interests within one (1) month of taking up the appointment.
- The successful applicant will be required to travel interstate and overseas as necessary.
- An attractive remuneration package will be negotiated with the successful applicant. The **Total Remuneration Value** listed against the positions includes:
 - the private use component of a motor vehicle (or a cash equivalent amount)
 - employer superannuation contributions
 - 17.5% annual leave loading.
- In addition to salary and optional benefits the appointee will be entitled to Queensland Public Service leave entitlements including four (4) weeks annual leave, cumulative sick leave and long service leave.
- Removal expenses are negotiable at the time of appointment.
- A criminal history check will be initiated on the successful applicant by the Queensland Police Service.
- A discipline history check may be initiated on the successful applicant.
- A non-smoking policy applies in Queensland government buildings, offices and motor vehicles.
- If the successful appointee has been engaged as a lobbyist, a statement of their employment is required.
- Staff are required to actively participate in consultation and communication with supervisors and management regarding health, safety and wellbeing issues and comply with all provisions of the relevant workplace health and safety legislation and related health, safety and wellbeing responsibilities and procedures developed by the department.
- You will work for an organisation that values its people and promotes leadership and innovation. We respect professionalism and embrace diversity and a balance between work and life commitments.
- DETE employees are required to acknowledge they understand their obligations under the Queensland Government *Code of Conduct* and the department's *Standard of Practice* and agree to align their professional conduct to these obligations.
- All roles in the department are responsible for creating, collecting, maintaining, using, disclosing, duplicating and disposing of information, as well as managing and using communication devices (for example email, internet and telephone) and public resources (for example computers and network resources). Staff must undertake these tasks in accordance with the department's information management policies and procedures (for example recordkeeping, privacy, security and email usage).
- You will be actively supported as an individual and will have access to an employee assistance program and learning and development opportunities.
- All role descriptions and recruitment and selection processes are required to be aligned with the Queensland Government Capability and Leadership Framework (CLF). For more information about the CLF, visit www.psc.qld.gov.au
- Additional information is available online at: www.smartjobs.qld.gov.au

Queensland Studies Authority

Position description

JAR:	QLD/QSA 08/12	Closing date: 17 September 2012
Further enquiries:	Gabrielle Sinclair Telephone	Email:

Position title: Chief Executive Officer, Queensland Studies Authority

Location: South Brisbane

Classification: Remuneration to be negotiated (Contract position for a period of up to 5 years).

Queensland Studies Authority

The Queensland Studies Authority (Authority) is a statutory body of the Queensland Government, with responsibilities for providing educational resources and services to support Queensland schools and the early years education system across all sectors.

The Authority is established under the *Education (Queensland Studies Authority) Act 2002* with a governing body of up to nineteen members.

Work environment

The Authority's role is to help schools and early years education providers to achieve quality learning outcomes for their students through its legislated functions, including development and approval of school and kindergarten syllabuses, guidelines, and professional resources for implementation; testing; assessment and moderation; issuing certificates of school achievement; facilitation of tertiary entrance procedures; maintaining student accounts; facilitating, through delegations, vocational education and training; and undertaking research in relation to the functions of the Authority.

Role of the position

The role of the Chief Executive Officer is to undertake the statutory role of the Director of the Office of the Authority, managing the day to day operations of the Authority and reporting directly to the governing body through the Chairperson.

Major responsibilities

As the Chief Executive Officer, you will:

- lead the day to day operations of the Authority, including carrying out the statutory duties of the Director of the Office of the Authority
- provide expert advice to support the governing body in the development of the strategic directions, decision making and good governance, including analysis of educational trends and excellent practice relevant to the functions of the Authority
- effectively implement the Authority's strategic direction as endorsed by the governing body
- shape and drive an adaptable and resilient organisation with operations and culture that are responsive to change
- be responsible for overall financial and corporate management, accountability and transparency, including monitoring resourcing pressures and maximising efficiency

www.qsa.qld.edu.au