

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

Commissions of Inquiry Order (No.4) 2015

Barrett Adolescent Centre Commission of Inquiry

AFFIDAVIT

Mark Ronald Campling, of c/- Crown Law, 50 Ann Street Brisbane, Regional Director (Metropolitan Region), states on oath:

1. I have been provided with a Requirement to Give Information in a Written Statement dated 2 February 2016. **Exhibit A** to this affidavit is a copy of this Requirement. In this Statement, I provide my responses to the questions set out in **Exhibit A**.

Questions 1 and 2

Background and Experience

2. I am currently employed in the role of Metropolitan Regional Director with the Department of Education and Training and commenced in this role in March 2014. **Exhibit B** to this Affidavit is a copy of my role Description. **Exhibit C** is a map indicating the Department's Metropolitan Region.

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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: ()

3. I have a Diploma of Teaching (Mount Gravatt College of Advanced Education) and a Bachelor of Education from University of Queensland.
4. I hold the following professional qualifications;
 - (a) Executive Fellows Program - ANZSOG 2011;
 - (b) International Accreditor - European Council of International Schools 2001;
 - (c) Accredited Quality Auditor 1997;
 - (d) Accredited Trained Investigator - Public Service Management Commission 1996;
 - (e) Accredited Mediator - Mediation and Dispute Resolution Training and Accreditation 1995.
5. My current memberships are:
 - (a) Metropolitan Pathways Reference Group - member;
 - (b) Regional Priority Jobs Committee - chair;
 - (c) Queensland Association of State School Principals (QASSP) - member;
 - (d) Autism Hub and Reading Centre Governance Committee - member;
 - (e) Ipswich Integrated Response to Domestic and Family Violence Group - member;
 - (f) Brisbane Region Child and Family Governance Committee - member;
 - (g) National Representative School Sport Committee (NRSSC) - member;
 - (h) Solid Pathways Governance Group - member;

- (i) DET/QTU Teacher Professional Issues Taskforce - member; and
 - (j) Australian Council for Educational Leaders - QLD Branch Executive Member.
6. **Exhibit D** to this affidavit is a copy of my curriculum vitae, which details my full qualifications, memberships and employment history.
7. In my current role I am responsible for managing the department's responsibilities in relation to state schooling, early childhood and training in the Metropolitan region, The majority of my time is spent dealing with state schooling - 28% of the total state school student population for Queensland is in the Metropolitan Region.
8. There are 8 Assistant Regional Directors and 5 Lead Principals who report directly to me. **Exhibit E** is the Organisational Chart for the Metropolitan Region
9. I am not involved with the day to day running of the schools. I oversee the implementation of the Department's Strategic Plan and monitor performance data in a 'big picture' way. I identify trends and ask the Assistant Regional Directors for specific data and information on school performance, so we can differentiate support to meet the varying needs of our schools. A lot of my work involves working with Assistant Regional Directors and Lead Principals who, in turn, work with Principals of the respective schools to improve performance. I try to visit schools as much as I can in order to check on the regional processes and to ensure the principals are getting the regional support needed to do their job.
10. I am also involved in state wide committees that are involved with implementing various education strategies.

11. From May 2009 to March 2014, I held the position of Assistant Director General - State Schools - Performance with the Department of Education and Training.
12. The key responsibilities for that role were:
- (a) plan, lead and implement state-wide state schooling strategies to improve student performance and lift teaching standards;
 - (b) monitor and manage services and workforce within approved budget allocation;
 - (c) streamline sustainable business system and processes;
 - (d) ensure project delivery aligned with the Government's renewal agenda; and
 - (e) work closely with internal and external stakeholders to implement strategies and processes.

Question 3

The BAC School

13. My involvement with the Barrett Adolescent Centre Special School (**BAC school**) commenced in March 2014, after I commenced in the role of Regional Director. At that time, the BAC School was already located at Yeronga.
14. The BAC school is a Band 7 specific purpose school which provides educational programs for State School secondary aged students with significant and complex mental health conditions.
15. The BAC School currently operates from the Tennyson Special School site at 38 Loffer Street, Tennyson, and provides both onsite and outreach services for students with severe mental health conditions. The school is currently staffed with

5.3 full-time equivalent teachers (including the Principal and fractional equivalents for the roles of guidance officer, social welfare officer and administrative support officer) and allocated teacher aide hours.

16. I am aware that the school was previously based at The Park - Centre for Mental Health and provided educational services for both inpatients and outpatients of the Barrett Adolescent Centre
- 17 I am not involved with schools at an operational level. This is the role of the Assistant Regional Director and Lead Principal. To my knowledge, it is likely that I had a very general discussion with Peter Blatch, Assistant Regional Director at some stage about the BAC school's background. There were no concerns elevated to me regarding the operation of the BAC school at Yeronga.

Question 4

18. My diary reflects that I visited the BAC school on the following dates;
- (a) Thursday, 24 July 2014;
 - (b) Monday, 11 August 2014;
 - (c) Thursday 4 September 2014;
 - (d) Tuesday in September (no date in notes);
 - (e) Tuesday, 14 July 2015;
 - (f) Friday, 7 August 2015; and
 - (g) Friday, 28 August 2015
19. There is a possibility that I have visited the school on more occasions.

20. To the best of my recollection, the first time I visited the school was following the [REDACTED]. The purpose of my visit was to check on the health and wellbeing of the staff and to offer support. To the best of my recollection, I returned to the BAC school very soon after the first visit to convey to the staff clarity about their roles and responsibilities, specifically that:-
- (a) Our responsibility is to fulfil the role of educators; and
 - (b) Our expertise is in delivering the curriculum; and
 - (c) The health support needs of students are the responsibility of health professionals.

This message was particularly important given the staff had moved from a facility where there were a number of trained health professionals with whom the education staff could consult, to a new location (at Yeronga and subsequently at Tennyson) where there was no on-site health professionals.

- 21 I believe Peter Blatch also attended the BAC school on both those occasions,
22. On what I believe was the third visit on 4 September 2014, Peter Blatch had arranged for Dr Compton from Queensland Health to also attend with us to address staff concerns about how they should respond to student's health needs.
23. In my subsequent visits to the BAC school. I reinforced the message that the role of the education staff is to educate. I also reinforced the importance of having a clear education plan for each child that outlined the proposed curriculum for each child and the proposed means of delivering that curriculum. The education plan needed to be approved by all stakeholders, namely the principal of the base school or his delegate, the principal of the BAC school, and the parents or carers and a health professional, I was insistent to the supervisor of the principal of the

BAC school that a treating health professional endorse and sign the education plan to ensure that it was appropriate for the child having regard to their unique health needs.

24. To the best of my knowledge, all available education staff at the BAC school attended those first three meetings.
25. At BAC school Tennyson, I have had more direct interaction with the acting principal, Deb Rankin
26. On my visits to the BAC school I did not observe any circumstances that caused me concern about the nature and function of the school.

Question 6

27. Although during my visits I did not observe any circumstances which caused me concern about the well-being of staff or students, I am aware that the uncertainty about the future of the BAC school caused some staff members some concern. I advised that it was the responsibility of Queensland Health to come up with the new proposal for treatment of the mental health needs of the students, and that the Department of Education and Training would then design an appropriate education and delivery model. It was the Department of Education and Training's job to deliver the best curriculum in the best way possible for the students.

Question 7 to 10

The Closure Decision

28. I was not in the role of Regional Director at the time of the closure decision. In my previous role I had no involvement in the decision. As such, I am unable to answer questions 7 to 10 of the notice.

Question 11 to 13**Relocation to Yeronga**

29. I was not in the role of Regional Director at the time of the decision to relocate the BAC school to Yeronga. In my previous role I had no Involvement in the decision. Chris Rider was in the role of Regional Director at the time of the decision to relocate to Yeronga.
30. Following my appointment to Regional Director in March 2014. at, no stage did Peter Blatch give me any indications that he was concerned that the school could not offer an appropriate level of education to those students who were attending at Yeronga.

Question 14**Subsequent Relocation of the School to Tennyson**

- 31 I had limited involvement in the decision to relocate the school to Tennyson. To my knowledge, Peter Blatch would have been primarily responsible for consultation regarding the location and would have advised me that Tennyson was the most suitable relocation option.

Question 15

32. I recall having a brief telephone conversation with Patrea Walton, Deputy Director- General, to seek approval to relocate the school to Tennyson. This conversation was not documented. I believe it was decided to relocate the school to Tennyson as there were spare facilities available.
33. I was not involved with the BAC school at Wacol so I cannot compare the two education models.

Question 16

34. A referral process is in place that outlines all criteria required for a student to be enrolled at BAC school.
35. **Exhibit F** is a copy of a flow chart setting out this process.
36. Students who attend BAC school have a student plan which will vary according to their engagement with their base school and their level of mental wellness. The plan is to be monitored and reviewed regularly.
37. Student Plans are developed in conjunction with the base school and outline curriculum plans, individual assessment goals and reporting responsibilities.
38. The BAC school educational program may include sessions at the BAC school site and also sessions at the student's base school/educational site
39. All education plans for students are to be recorded in OneSchool so there is transparency between the base school and the BAC school. OneSchool is a central state-wide database that records specified information regarding each student enrolled in a state school within Queensland.
40. With regards to Tennyson BAC school, I wanted to ensure that every child had a quality educational program that was appropriately approved by all relevant stakeholders to meet the education needs of the child in the context of the child's unique health needs.
41. The current procedure is that any new students attending the BAC school at Tennyson remain enrolled at a base school

42. It is important that there is consistency in the practices adopted at the BAC school, and that the practices are documented. The education plan provides that opportunity.
43. My involvement with the BAC school included providing the school with the necessary support to implement procedures outlined above. It was important to maintain a level of continuity with the child's education and, to do that, it was imperative that the BAC school maintained consistency in the curriculum to that otherwise delivered by the base school. Strong links with the base school assist educational re-integration back into the base school as the student's health permits.

Question 17

44. I am unable to comment on the education services provided at Tennyson in comparison to Wacol. Tennyson is able to provide a quality standard of education to the children who are able to attend. I have no knowledge of the needs of the students who were at Wacol.

Question 18**Future Plans**

45. It is my understanding that the Department of Education and Training are awaiting feedback from Queensland Health about the future model of service.

Question 19

46. I have no knowledge of the needs of the students who were at Wacol.

47. Currently, there is a range of educational options in Queensland for students with mental health needs. Depending on their health needs, those options include the following:

- (a) Educational adjustments made in mainstream state schools;
- (b) the BAC school;
- (c) the Lady Cilento Children's Hospital School: and
- (d) Hospital classes in other geographical areas across Queensland, I am aware that there are Hospital classes operating in Ipswich, Cairns, Townsville, Toowoomba, Rockhampton, Nambour, Southport, Robina and Logan Hospitals.

The Department of Education and Training will also employ one mental health coach per region to support students and staff in 2016.

The extent to which each of the available options may be suitable to a student with severe and complex mental health needs will depend on the advice of mental health professionals.

Question 20

48. The *Education (General Provisions) Act 2006 (Qld)* provides that all students enrolled in Queensland state schools (i.e. primary, secondary, special end special purpose schools, schools of distance education and centres for continuing education) are entitled to an allocation of state education. The allocation encompasses the compulsory schooling and the compulsory participation phases.

49. The basic allocation of state education is 26 semesters for all students who begin schooling in the Preparatory (Prep) year at a state school before they turn six years and six months
50. Students who have been enrolled for their basic allocation of semesters and who want to receive additional semesters of state education can apply to:
- (a) the principal for one or two additional semesters;
 - (b) the Regional Director (or other delegate of the Director-General) for third or fourth additional semesters; and
 - (c) the Regional Director (or other delegate of the Director-General) for fifth or sixth additional semesters.
51. I am not in a position to comment on whether there is a gap in education services for 17 - 24 year olds - such services would not be expected to be provided in the state schooling system.

Question 21

52. The only knowledge I have of consultation between the Department of Education and Training and Children's Health Queensland, West Moreton Hospital and Health Service or any other health care provider regarding the integration of educational services into existing mental health care services is one brief conversation that I had on 3 September 2015 with Dr Stephen Stathis. Judi Krause and Ingrid Adamson. Kym Amor (Director - Regional Services - Metropolitan) and Michelle Bond (Principal - Lady Cilento Children's Hospital School) were also at the meeting. The purpose of the meeting was to discuss the BAC School. I recall expressing that it would be important to ensure that the curriculum delivery was approved by all stakeholders. To the best of my

recollection. Dr Stephen Stathis made the point that it is important that health practitioners are consulted in the development of the curriculum delivery model to achieve the best outcome for the child.

Question 22

53. The Department of Education and Training is willing to work with Queensland Health (and other relevant health services) to develop an appropriate model of educational support for adolescents with severe mental health conditions.
54. It is my understanding that the Department of Education and Training will continue to provide educational support for adolescents with mental health conditions by developing individualised education plans that are based on a student's mental health and treatment needs. The Department of Education and Training will continue to seek approval of all relevant stakeholders.

Questions 23 and 24

55. I am not aware of the Barrett Adolescent Strategy Expert Clinical Reference Group's recommendations dated July 2013.

Question 25

56. I have no knowledge of what consideration has been given to the development of a multi-site, state-wide education service for children or adolescents in acute units. I do not know who would have knowledge of tills.
57. I have no recollection that in August 2014 the Minister approved a recommendation that the BAC school, the Tennyson Special School, and the hospital schools at the Mater and Royal Brisbane Hospitals be combined and allocated to the Lady Cilento Hospital School. However, I do recall officer level discussions along these lines in the second half of 2014.

58. I am aware that in November 2014, the then Minister approved commencement of community consultation to amalgamate the BAC school and the Tennyson Special School. **Exhibit G** is a copy of a Briefing Note containing the approval.
59. As the approval for consultation was not gazetted prior to the commencement of caretaker mode in January 2015, the official consultation period did not commence.
60. I am also aware that a brief regarding the current and future model of the BAC school and Tennyson Special School was presented to the Minister of Education in November 2015. **Exhibit H** is a copy of that Brief.
61. On 10 November 2015, the Minister decided to pursue Option 1 - the continuation of services of the BAC school and the Tennyson Special School in their current form until such time as Queensland Health's plan to build a new facility for young people with serious mental health conditions, including an integrated specific-purpose school, is known.
62. I have been shown a copy of a document titled 'Draft Discussion - In Confidence: Educational Service Provision for Adolescent Students with Significant Mental Health Needs', which I am told is exhibit U to Ingrid Adamson's statement. I have never previously seen this document and do not know who drafted it or how it was used.

General

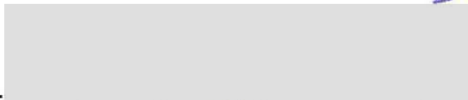
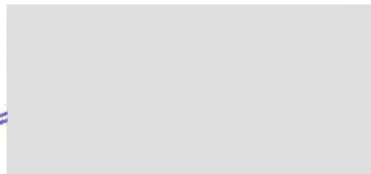
63. I recognise that some education staff may have had difficulties transitioning from a situation where there was a 24-hour wrap-around health service to support the students with their mental health needs to a service where the education staff have to deliver education services without that extra support being available on site for students.

64. It is an absolute imperative that there is understanding that the role of education staff is to educate. The Department of Education and Training, and its staff, are the deliverers of the curriculum. It is important that we work closely with the trained health practitioners to determine what is appropriate for any particular student. I am not in a position to comment on what the ^{right} model is for a cohort of students with severe and complex mental health needs. Ultimately, the services that the Department of Education and Training can provide to students with such needs must be driven by Queensland Health (or health practitioners) in terms of the students capabilities. The Department of Education and Training is willing to adapt education services so they are suitable for the capabilities of each student.

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

Sworn by Mark Ronald Campling on
10 February 2016 at Brisbane in the
presence of:

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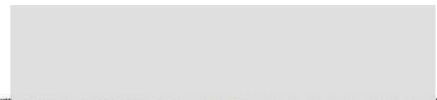
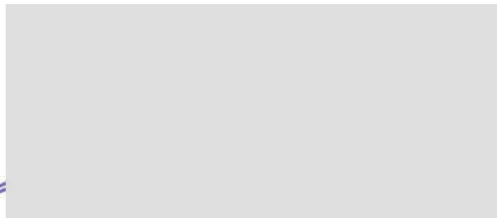


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A Justice of the Peace, C.Dec., Solicitor

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

Exhibit A to H of the Affidavit of Mark Ronald Campling sworn on 10 February 2016.



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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Barrett Adolescent Centre Commission of Inquiry

BARRETT ADOLESCENT CENTRE COMMISSION OF INQUIRY

Commissions of Inquiry Act 1950
Section 5(1)(d)

REQUIREMENT TO GIVE INFORMATION IN A WRITTEN STATEMENT

To: Mr Mark Campling

Of: C/- Crown Law, by email to [REDACTED]

I, the Honourable MARGARET WILSON QC, Commissioner, appointed pursuant to *Commissions of Inquiry Order (No. 4) 2015* to inquire into certain matters pertaining to the Barrett Adolescent Centre ("the Commission") require you to give a written statement to the Commission pursuant to section 5(1)(d) of the *Commissions of Inquiry Act 1950* in regard to your knowledge of the matters set out in the Schedule annexed hereto.

YOU MUST COMPLY WITH THIS REQUIREMENT BY:

Giving a written statement prepared either in affidavit form or verified as a statutory declaration under the *Oaths Act 1867* to the Commission on or before **4:00 pm, Wednesday 10 February 2016**, by delivering it to the Commission at Level 10, 179 North Quay, Brisbane.

A copy of the written statement must also be provided electronically either by: email at mail@barrettinquiry.qld.gov.au (in the subject line please include "Requirement for Written Statement"); or via the Commission's website at www.barrettinquiry.qld.gov.au (confidential information should be provided via the Commission's secure website).

If you believe that you have a reasonable excuse for not complying with this notice, for the purposes of section 5(2)(b) of the *Commissions of Inquiry Act 1950* you will need to provide evidence to the Commission in that regard by the due date specified above.

DATED this 2nd day of February 2016

[REDACTED]
The Hon Margaret Wilson QC
Commissioner
Barrett Adolescent Centre Commission of Inquiry

SCHEDULE**Professional background**

1. What are your current professional role/s qualifications and memberships?
2. What was/ were your main professional role/s from 2012 until 2014 (if different)? Please provide details of the period of appointment/ employment of each professional role (if applicable) and the key responsibilities pertaining to each role.

The BAC School

3. Explain your knowledge of and involvement with the BAC School (the **School**).
4. The Commission understands that on at least one occasion you visited the school during the period 2012-2015. Please provide details of visits to the school during this period. Who accompanied you on these visits?
5. Did you observe any circumstances which caused you concern about the nature and function of the school following these visits?
6. Did you observe any circumstances which caused you concern about the wellbeing of staff and students following these visits?

The Closure Decision (as defined in the Terms of Reference)

7. When did you become aware of plans to close the BAC?
8. What were the reasons given for the proposed closure of the BAC?
9. Please outline your involvement, if any, in consultations with Queensland Health in relation to the proposed closure of the BAC and the effect that the closure would have on the school. Please provide details of any meetings that you attended and correspondence that you had with representatives from Queensland Health regarding the closure of the BAC.
10. The Commission understands (from Exhibit C of the statement of Patrea Walton) that the Department of Education had not been involved in any discussions about the closure of the BAC and was totally unaware of the planned closure prior to the closure leak in November 2012. To your knowledge, is this correct?

Relocation to Yeronga

11. What was the process involved in the decision to relocate the school to Yeronga? Who made that decision and how was that decision communicated?
12. What was your involvement in the decision to relocate the school to Yeronga?

Barrett Adolescent Centre - Community School at Tennyson

13. Was the school at Yeronga able to continue offering an appropriate level of education to former patients of BAC with complex and severe mental health issues?

Subsequent relocation of the School to Tennyson

14. What was the process involved in the decision to relocate the school to Tennyson? Who made that decision and how was that decision communicated?
15. What was your involvement in the decision to relocate the school to Tennyson?
16. Please explain the educational model currently employed at the school at Tennyson. How does it compare with the educational model employed by the school at Wacol?
17. Is the school at Tennyson able to provide an appropriate level of educational services to adolescents with complex mental health needs, such as the cohort who attended the school at Wacol?

Future Plans

18. What are the future plans for the school at Tennyson? Is there an intention to use the educational model currently employed at Tennyson on a long term basis?
19. What educational options, in your view, are currently available for adolescents with severe and complex mental health needs, such as those students who attended the school at the Wacol site?
20. What educational services exist for 17 – 24 year olds with severe and complex mental health issues? Is there currently a “gap” in educational services?
21. Please provide details of any consultations that the Department of Education had with Children’s Health Queensland, West Moreton Hospital and Health Service, or any other health care provider regarding the integration of educational services into existing mental health care services.
22. How is the Department of Education working with Queensland Health in relation to the roll out of integrated service models? How will educational services be catered for under these proposed models?
23. Are you aware of the Barrett Adolescent Strategy Expert Clinical Reference Group’s (ECRG) recommendations dated July 2013?
24. If so, the Commission understands that ECRG recommendation 5 included a statement that “access to on-site schooling (including suitably qualified educators) is considered essential for Tiers 2 (day programs) and 3”. Please confirm whether the Department of Education provides educators that are on site for all day programs (which the Commission understands is a reference to Tier 2a services including Assertive Mobile Youth Outreach Service (“AMYOS”)) and all adolescent community residential services

(which the Commission understands includes Tier 2b services such as residential rehabilitation units and step up/step down services).

25. The Commission understands that the ECRG recommendation 5 included a statement that "consideration should also be given to the establishment of a multi-site, state-wide education service for children/adolescents in acute units". Please answer the following questions:
- a. What consideration has been given to the development of a multi-site, state-wide education service for children/ adolescents in acute units?
 - b. The Commission understands that a recommendation was formulated (and subsequently approved by the Minister in August 2014) that the BAC School, the Tennyson Special School, and the hospital schools at the Mater and Royal Brisbane Hospitals be combined, and allocated to the Lady Cilento Hospital School. Are you aware of this recommendation, and if so, please provide details about its current status.
 - c. To your knowledge, who prepared the document titled 'Draft Discussion – In Confidence: Educational Service Provision for Adolescent Students with Significant Mental Health Needs' (exhibit U to Ingrid Adamson's statement, p. 771) and how was it used?

General

26. Outline and elaborate upon any other information and knowledge (and the source of that knowledge) you have relevant to the Commission's Terms of Reference.
27. Identify and exhibit to the Commission, all documents in your custody or control that relate to your evidence in respect of the matters above.

Role Description

Regional Director

Job Ad Reference	
Job Evaluation No.	15264
Work Unit	Various Regions
Location	State Schools Division
Classification	Various locations
Job Type	SES3 Public Service Act 2008
Salary Range	SES Profile position – Contract for a period of three years with the possibility of an extension per annum
Remuneration Value	<i>Plus superannuation contributions of up to 12.75% of your annual salary.</i>
Contact Officer	
Contact Telephone	
Closing Date	

Your employer

The Department of Education and Training (DET) 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. DET is a diverse organisation with the largest workforce in the state. We provide services through the following service delivery areas:

- State Schools Division delivers high quality education to more than 70 percent of all Queensland school students at prep, primary and secondary levels.
- Training and Skills Division works to meet the current and future needs of the economy through building a world class training and skilling system to enhance the skills of Queenslanders and optimise employment opportunities through the regulation of the state's apprenticeship and traineeship system, strategic investment in training and skills, informing consumers, supporting a quality Vocational Education and Training (VET) sector and the provision of whole of government leadership on training and skills issues.
- Policy, Performance and Planning Division takes a strategic approach to driving the business of the portfolio, across, schooling, training and employment, early childhood, education and care and Indigenous education policy. The division engages in, policy development and intergovernmental relations, legislation, governance and planning, and monitors and reviews the department's performance framework.
- The Early Childhood Education and Care Division is responsible for the strategic management and implementation of early childhood reforms, coordination of early childhood education and care programs, approval and regulation of services, supporting assessment and ratings and the quality improvement for all early childhood development and education services in Queensland, and working with stakeholders and service providers to meet government goals, commitments and targets.

State Schools Division 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. State Schools Division provides support for high quality projects and processes to support schools to improve performance.

State Schools Division develops the strategic direction for state schools, supported by operational policies and ensuring their implementation in regions and schools.



**Queensland
Government**

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

Your opportunity

As the Regional Director you will:

- Provide strong and effective leadership and will be responsible for providing overall direction to the operations of the department at the regional level across all service streams to enable effective and efficient delivery of high quality services and the delivery of planned outcomes in line with the department's vision, values and strategic direction.
- Play a key part in ensuring there is a consistent performance framework across the department's service delivery streams to enhance standards of service delivery.

The Regional Director reports to the Deputy Director-General, State Schools Division.

Role Responsibilities and Accountabilities

The position requires strong professional leadership and management capabilities. The role requires an ability to lead and manage [insert title of area] to deliver government priorities along with excellence in client service delivery. The Regional Director is to provide high level leadership particularly by working collaboratively with internal and external stakeholders.

As an executive your performance will be assessed according to four key accountability perspectives: financial, stakeholder and outcome, internal business, and learning and growth.

Financial

- Lead the operations of the department at the regional level, for the achievement of short and long term regional objectives in response to DET strategy, priorities and direction, and in line with regional needs.
- Lead the design and implementation of a regional services framework to provide quality services to students, parents, schools, and industry and child care clients.
- Lead and direct the efficient and effective use of regional office resources (financial, physical, people) to ensure high quality service delivery outcomes within program parameters.

Stakeholder and outcome

- Represent the department at the regional level, including communication and advocacy of DET priorities and direction, both internally and externally in the broader community.
- Develop and maintain strong and influential relationships with key regional stakeholders, including interdepartmental, cross government and external stakeholders.
- Contribute to the development of departmental strategy and policy by providing evidence based advice relating to social development issues across DET regions that impact on the provision of quality early childhood education and care, schooling, and training and employment services.

Internal business

- Ensure regional activities reflect departmental policy and standards, while contributing to the social development needs of the broader community.
- Drive continuous improvement of service delivery outcomes within the region and with peer Regional Directors, including through monitoring, evaluating and reviewing regional performance.
- Monitor, evaluate and review regional performance to drive improvement
- Ensure compliance with DET standards and policies, including relevant legislation, regulations and government directives.
- Engage the regional team through strong leadership to deliver regional outcomes within programs of delivery.
- Establish and manage frameworks and systems to ensure effective management of risk and business continuity, particularly in response to emergency, natural disaster and service disruption events.

- Work with members of the Executive Management Board and other Regional Directors to ensure DET programs and service delivery activities maximise the delivery of quality outcomes across Queensland.

Learning and growth

- Build and develop depth of regional capability to protect program integrity for all service lines and enable achievement of regional outcomes.
- Contribute to the direction of the department by shaping and influencing how the department delivers services.

You will have responsibility for the following key deliverables:

- Develop and implement a range of strategies to enhance school principal capability in the planning and management of school improvement strategies.

In addition, you will have responsibility to:

- Provide direction and advice to Principals and other regional leaders regarding the alignment of strategic, tactical and operational processes across the region's schools that improve student and staff performance.
- Support the development of effective school-based strategies that will improve the department's ability to produce improved literacy and numeracy results, student attendance and behaviour management of students in schools located in disadvantaged communities.
- Develop and maintain effective professional networks with community stakeholders, including industry, parent representatives, communities, non-state schools, early childhood, education and care sector and services, Registered Training Organisations, universities and TAFE Institutes, community groups, government departments and relevant professional associations to keep abreast of current trends and evidence based approaches to improving service delivery across all service delivery areas.

This position is accountable to the Deputy Director-General, State Schools and collaborate with the Deputy Director-Generals of ECEC, and Training and Skills. The position has responsibility for the delivery of ECEC, State Schools, and Training and Skills service delivery streams.

Person requirements

The position requires a person who will take personal responsibility for serving the government of the day and meeting the needs of the people and communities of Queensland. As an executive you will work towards a system of world class service delivery and public sector management.

You will have a record of success as a leader in a large and complex organisation with outstanding leadership ability. You will have extensive experience across the public, private and/or not for profit sector and you will have a strong background in strategy and policy implementation, service delivery, and client service. You will have a proven track record as an agent of change in challenging environments and in fostering a confident and capable workforce.

Selection competencies

As a leader in Queensland Government you will display outstanding judgement, high level integrity, strong ability to adapt to a constantly changing environment, a strong achievement orientation, and excellent communication and negotiation skills.

The information in this section outlines the basis of assessment of your suitability for this role.

Performance through vision:

- Leads strategically with vision
- Navigates complex, ambiguous and political environments
- Leads change with agility
- Operates across boundaries
- Engages with ideas, innovation and risk

Performance through results:

- Manages organisational performance
- Manages internal and external relationships
- Builds organisational capability

- Inspires individual and team commitment in the pursuit of results

Performance through accountability:

- Models professional and ethical behaviour
- Displays courage in the provision of advice and decision making
- Applies sound corporate governance
- Commits to personal development

Your application

To apply for this role please provide the following:

- Submit a short (no more than two page) statement focusing on the knowledge, skills and attributes outlined in the selection competencies.
- Attach a current resume, including the names and contact details of two referees. At least one referee must have a thorough knowledge of your conduct and performance within the previous two years.
- Please contact:

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.
- To be eligible for this position, applicants must not be an undisclosed bankrupt, nor have ever been found guilty of official misconduct under the *Crime and Misconduct Act 2001*.
- As part of the selection process applicants will be expected to undertake skills assessments activities including on-line psychometric testing.
- An attractive remuneration package will be negotiated with the successful applicant. The **Total Remuneration Value** listed against the positions includes:
 - Executive Vehicle Allowance (EVA)
 - 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.
- Upon appointment, the appointee may also be eligible to receive removal allowances and rental assistance.
- A criminal history check will be initiated on the successful applicant by the Queensland Police Service.
- A serious 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.
- Departmental 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 a range of flexible work options, 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

G:\WorkForce Operations\POSITION DESCRIPTIONS\1. 2015 Activity\2015 RD Folders\RD15200-15299\RD15264
 SES, Regional Director, Various, DETE Regions, State Schools Division
 JEMS Approval Date: March 2013 Reformatted April 2015 JEMS Number: 15264
 Position Number: Various
 TRIM: 13/70298

JEMS CODES FOR REGIONAL DIRECTORS, VARIOUS

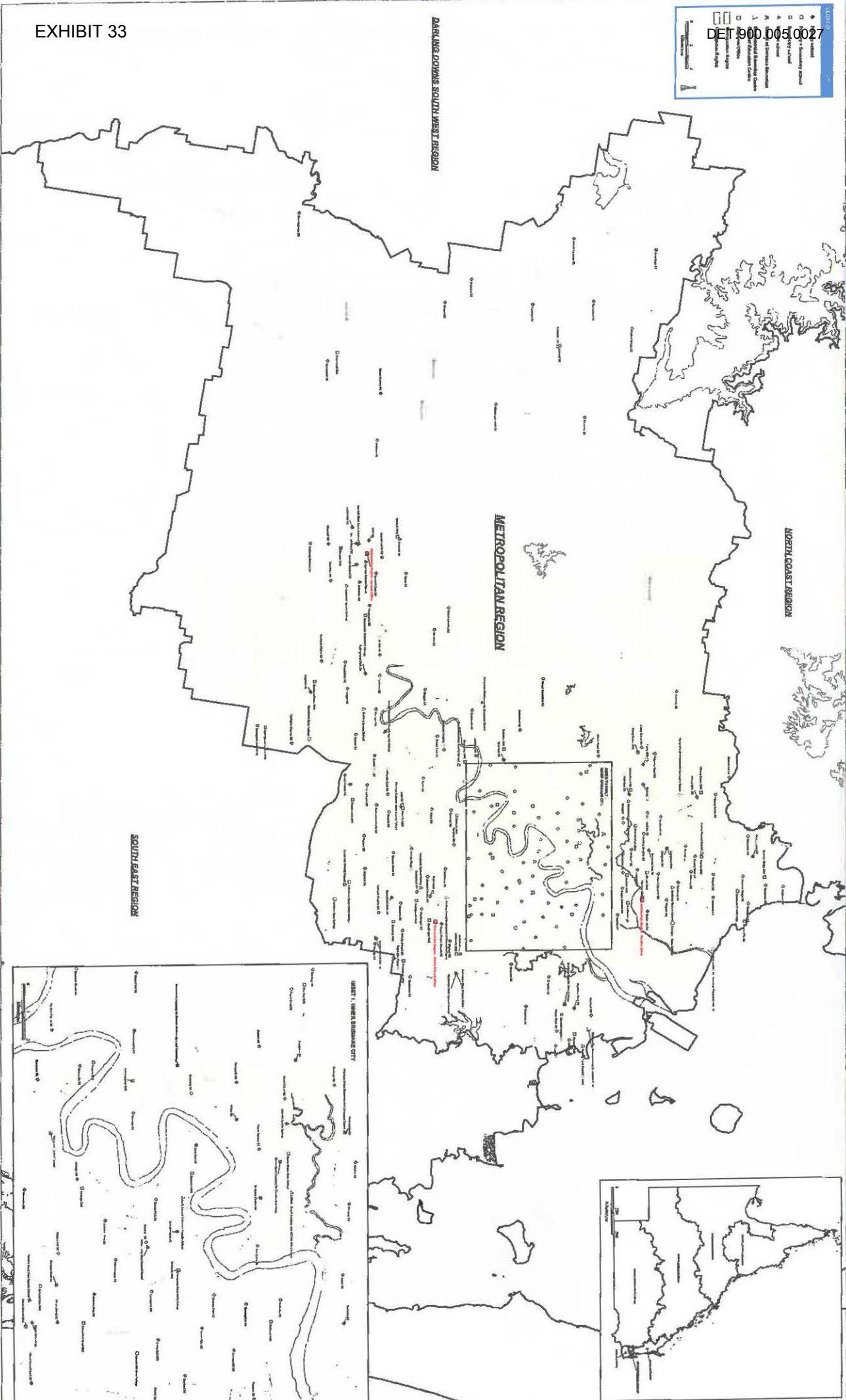
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Regional Director, North Coast	G-4+d+ 356	E-5= 331	E=6=d= 622	RM Total Score 1309 (SES3H)
Regional Director, South East	G-4+d+ 356	E-5= 331	E=6=d= 622	RM Total Score 1309 (SES3H)
Regional Director, Far North Queensland	G-4+d+ 356	E-5= 331	E=5=d= 541	RM Total Score 1228 (SES3L)
Regional Director, North Queensland	G-4+d+ 356	E-5= 331	E=5=d= 471	RM Total Score 1158 (SES3L)
Regional Director, Central Queensland	G-4+d+ 356	E-5= 331	E=5=d= 541	RM Total Score 1228 (SES3L)
Regional Director, Darling Downs South West	G-4+d+ 356	E-5= 331	E=5=d= 541	RM Total Score 1228 (SES3L)

Legend

DEP 900 005 0027

●	1. Primary School
○	2. Secondary School
□	3. TAFE
◇	4. Vocational Centre
△	5. Adult Education Centre
1	6. Special Education Centre
○	7. Community Centre
○	8. Club
○	9. Public Library
○	10. Community Centre

Map Scale: 1:50,000



b

Mark Campling Dip T (MGCAE), BEd. St (UQ)
Metropolitan Regional Director
Department of Education and Training

CURRICULUM VITAE

EMPLOYMENT SUMMARY

- Metropolitan Regional Director, March 2014 – Current
- Assistant Director-General (Education Queensland), May 2009 - March 2014
- Executive Principal, North Lakes State College, January 2006 – May 2009
- A/Executive Director (Schools), West Moreton District, January 2004 – July 2004
- Principal Band 10, Forest Lake State School, June 2001 – December 2005
- A/Principal Band 11, Harristown State High School, January 2001 – June 2001
- A/District Director, Toowoomba, January 2000 – February 2000
- Principal Band 9, Wilsonton State School, January 1998 – June 2001
- Senior Review Officer, Darling Downs Region, January 1993 – December 1997
- Review Officer, Capricornia Region, April 1992 – December 1992
- Principal Class 2, Mount Morgan State School, January 1991 – February 1992
- Principal Class 3, Wallumbilla State School and Secondary Department, January 1988 – December 1990
- Principal Class 4, Thulimbah State School, July 1985 – December 1987
- Principal Class 5, Kindon State School, April 1982 – July 1985
- Teacher, Woodridge North State School, January 1979 – April 1982
- Teacher, Kalkie State School, 1978

PROFESSIONAL QUALIFICATIONS

- Graduated from Executive Fellows Program – ANZSOG, 2011
- International Accreditor – European Council of International Schools, 2001
- Accredited Trained Investigator – Canberra University, 1997
- Accredited Quality Auditor, 1997
- Accredited Trained Investigator – Public Service Management Commission, 1996
- Accredited Mediator – Mediation and Dispute Resolution Training and Accreditation, 1995

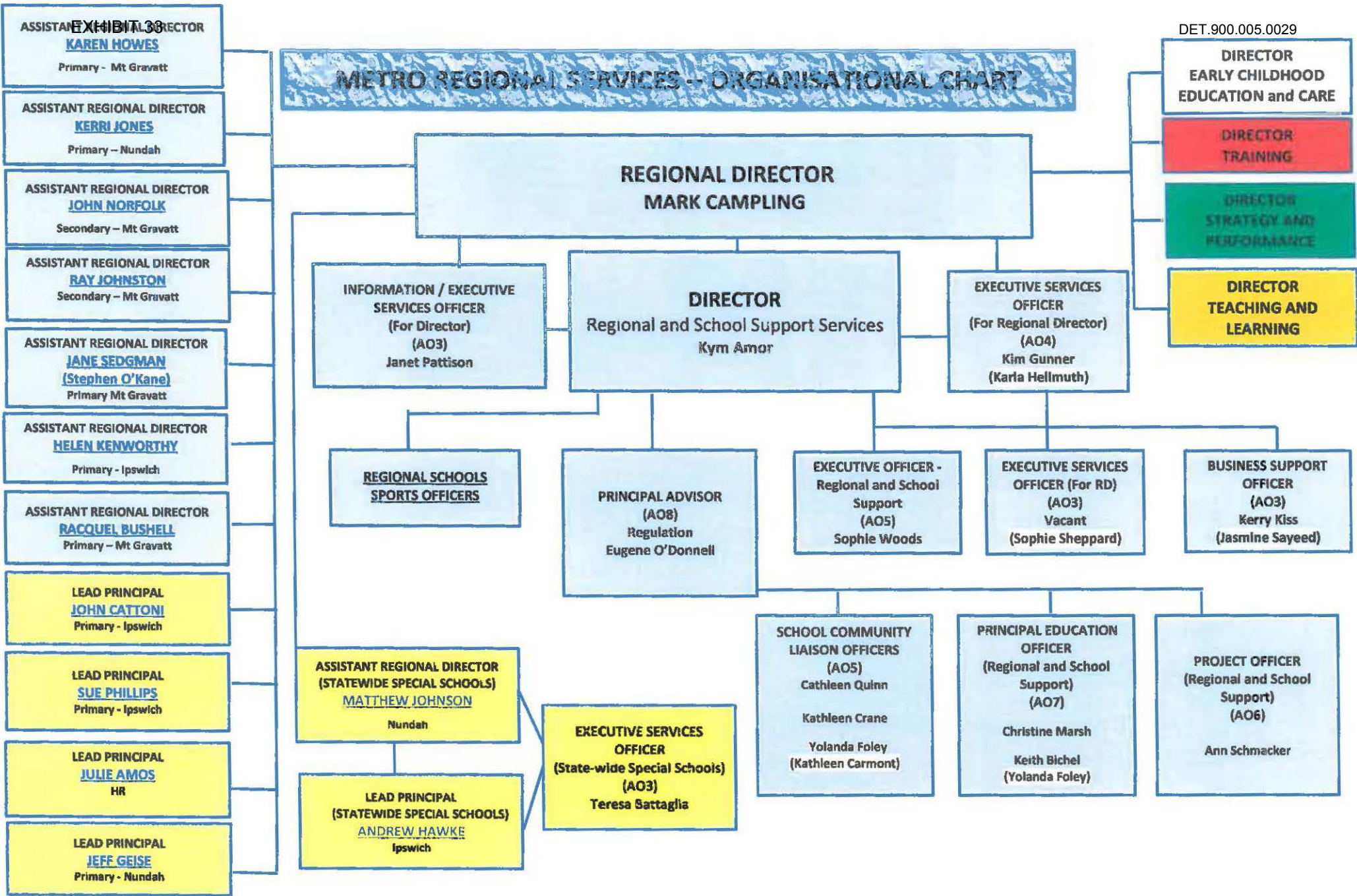
AWARDS

- Awarded Life Member of Queensland Association State Schools Principals, 2010
- Manager of the Year – Australian Institute of Management, 1997

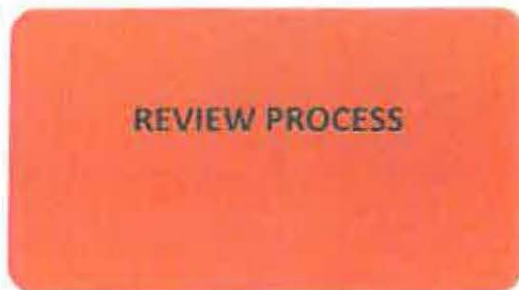
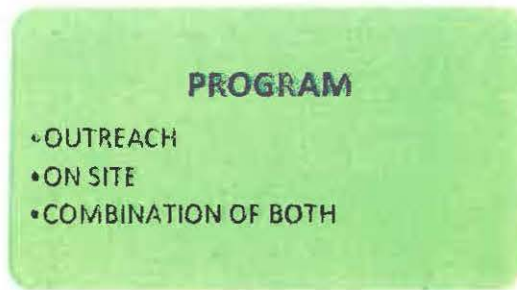
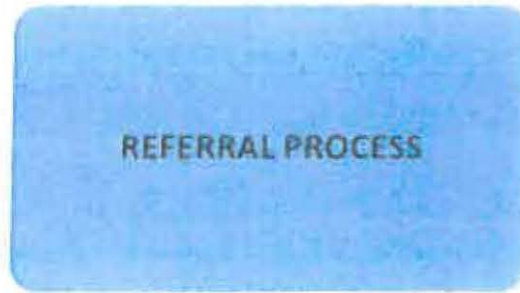
MEMBERSHIPS

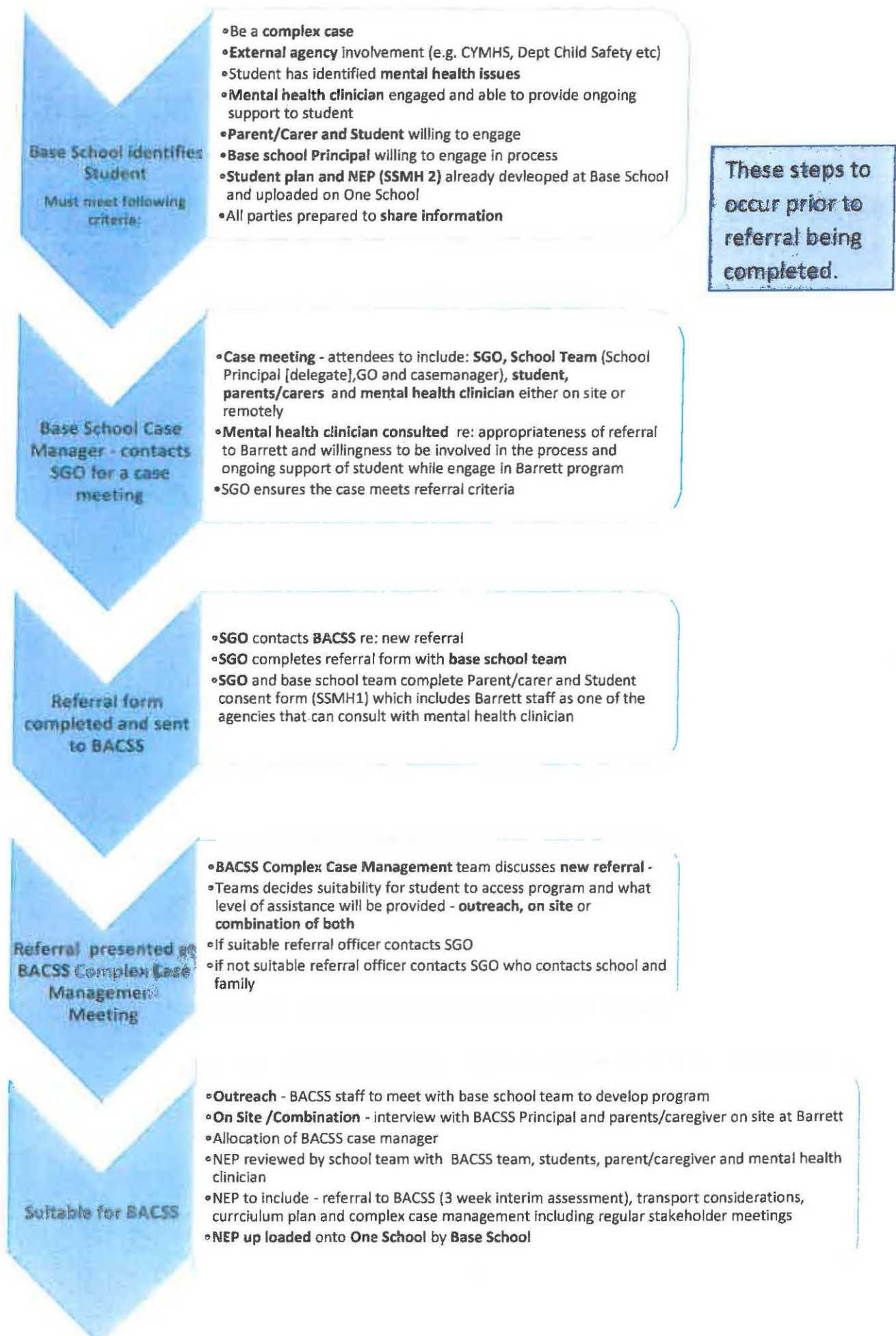
- Metropolitan Pathways Reference Group – Member
- Regional Priority Jobs Committee – Chair
- Queensland Association of State School Principals (QASSP) – Member
- Autism Hub and Reading Centre Governance Committee – Member
- Ipswich Integrated Response to Domestic and Family Violence Group – Member
- Brisbane Region Child and Family Governance Committee – Member
- National Representative School Sport Committee (NRSSC) – Member
- Solid Pathways Governance Group – Member
- DET/QTU Teacher Professional Issues Taskforce – Member
- Australian Council for Educational Leaders – QLD Branch Executive Member

METRO REGIONAL SERVICES -- ORGANISATIONAL CHART



BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL PROGRAM





BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL PROGRAM

OUTREACH

- **Allocation of Barrett Case Manager (BCM)**
- BCM and Base School Team develop personalised learning plan for student in conjunction with the student's NEP
- BCM provide support to student and staff at Base School
- BCM & Base school CM maintain **weekly or as required** progress reports
- BCM records on One School - progress reports
- BCM participate in NEP review meetings with all key stakeholders
- BCM and Base School Team - implement changes to NEP as required
- NEP to include details of outreach location and BACSS staff involvement
- **Three week interim plan** - at the end of the 3 weeks the suitability of placement/assistance is reviewed by **BACSS school team** in consultation with **mental health clinician, student and parent/cargiver**.

ONSITE

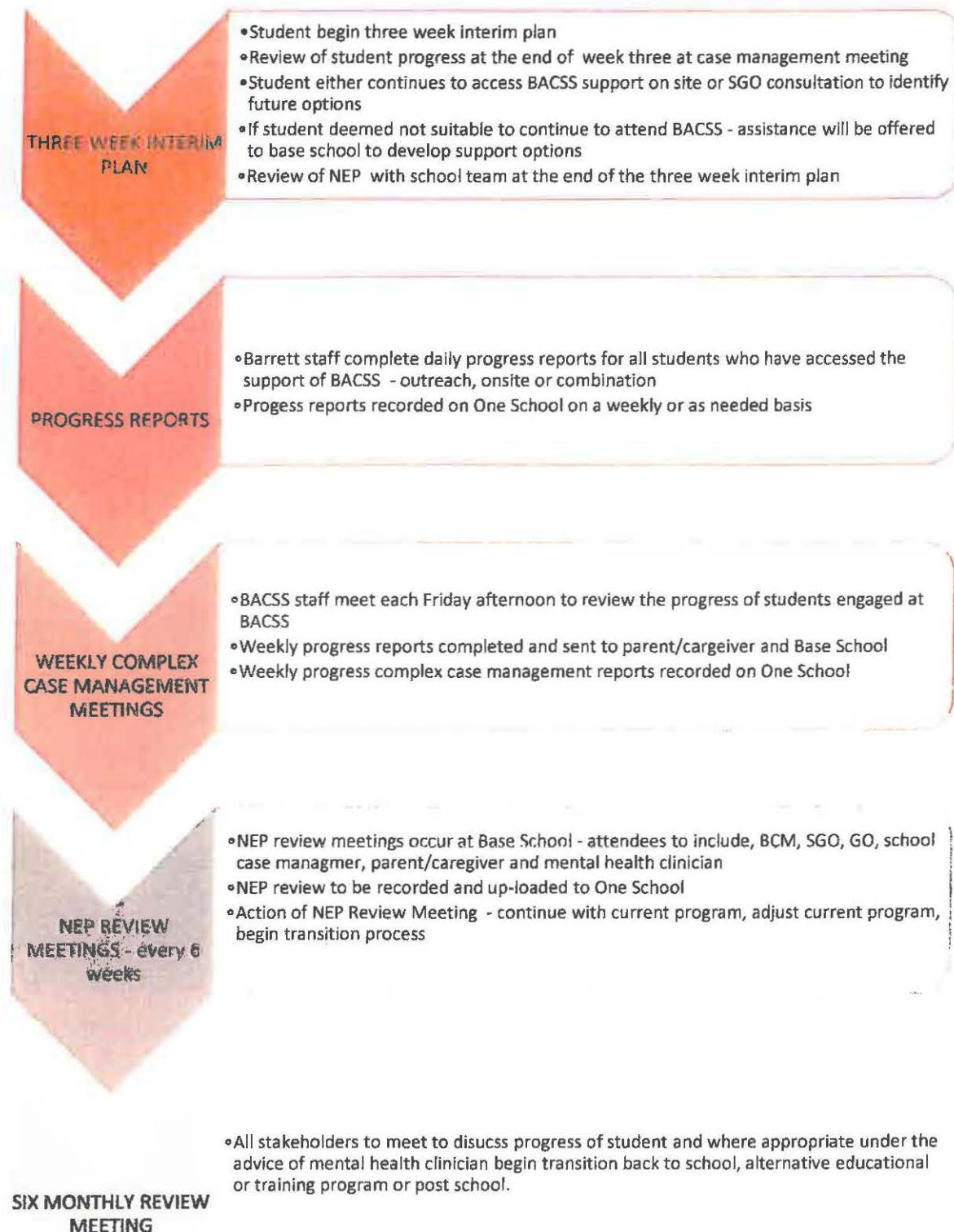
- **Allocation of BCM**
- **NEP to include - referral to BACSS, transport considerations, curriculum plan and complex case management including regular stakeholder meetings**
- **Three week interim plan** - students attends BACSS and at the end of the 3 weeks the suitability of placment is reviewed by **BACSS school team** in consultation with **mental health clinician, student and parent/cargiver**.
- if student deemed not suitable to continue to attend BACSS - assistance will be offered to base school to develop a support plan
- Base school to remain the lead school in providing the student with a personalised learning plan, assessment and reporting
- BCM & Base school CM maintain **weekly or as required** progress reports
- BCM records on One School - progress reports, behaviour incidents and contacts
- BCM participate in NEP review meetings with all key stakeholders
- BCM and Base School Team - implement changes to NEP as required

COMBINATION

Student attends both
BACSS and Base School

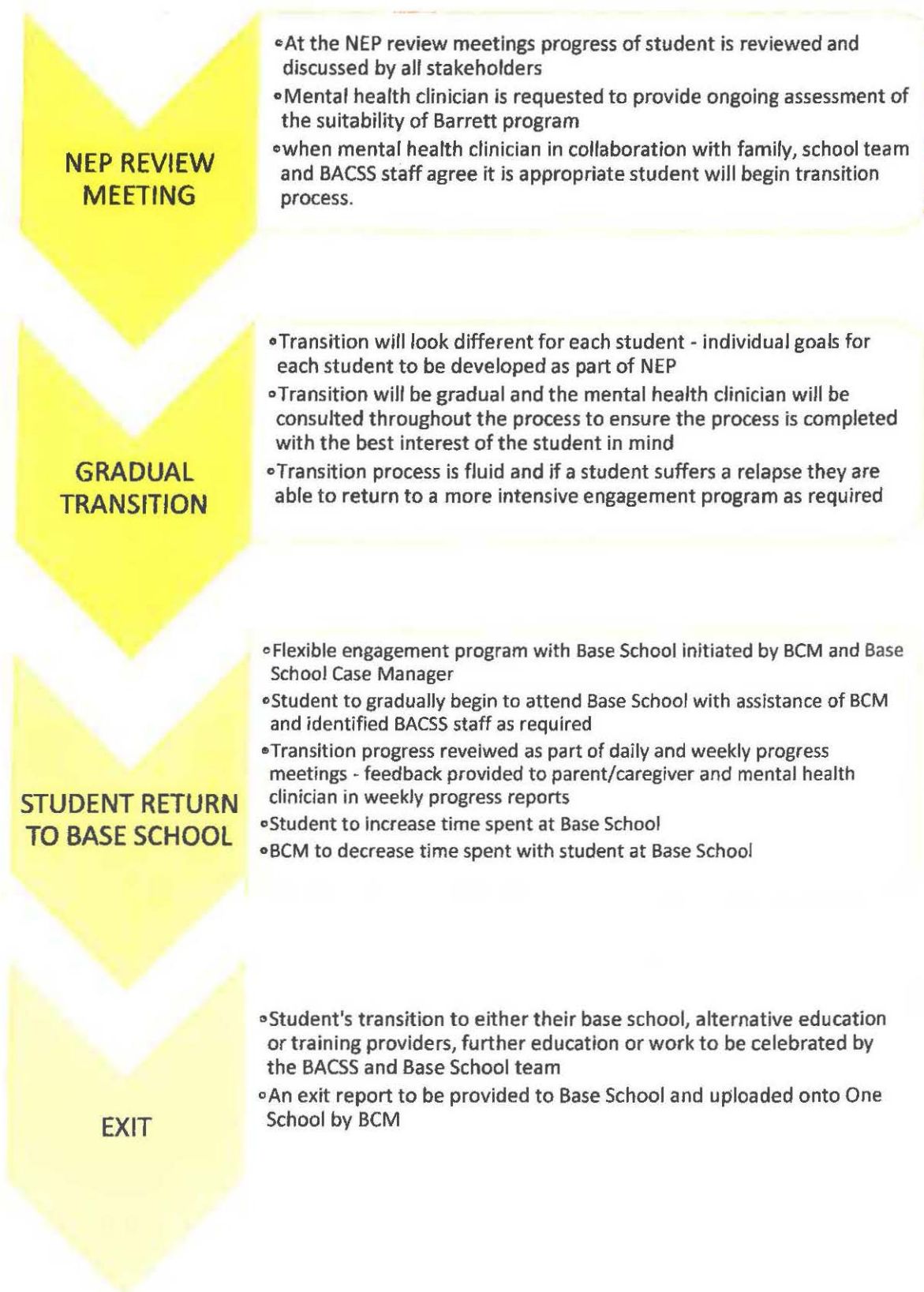
- **Allocation of BCM**
- **NEP to include - referral to BACSS, transport considerations, curriculum plan and complex case management including regular stakeholder meetings**
- **Three week interim plan** - students attends BACSS and their Base School - at the end of the 3 weeks the suitability of placement is reviewed by **BACSS school team** in consultation with **mental health clinician, student and parent/cargiver**
- If student deemed not suitable to continue to attend BACSS - assistance will be offered to base school to develop a support plan
- Base school to remain the lead school in providing the student with a personalised learning plan, assessment and reporting
- BCM provide support to student and staff at Base School
- BCM - maintain **daily and weekly** progress reports
- BCM records on One School - progress reports, behaviour incidents and contacts
- BCM participate in NEP review meetings with all key stakeholders
- BCM and Base School Team - implement changes to NEP as required

BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL REVIEW PROCESS



BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL

Flowchart



Briefing Note

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

Action required: For Approval

Action required by:

Critical – decision required to ensure ongoing provision of educational services for students as a result of Queensland Health's realignment of services

SUBJECT: APPROVAL FOR CONSULTATION TO AMALGAMATE BARRETT ADOLESCENT CENTRE SPECIAL SCHOOL AND TENNYSON SPECIAL SCHOOL

Summary of key objectives

- To seek the Minister's approval to commence community consultation regarding the proposed amalgamation of Barrett Adolescent Centre Special School and Tennyson Special School into one state-wide special school to support students referred with severe health conditions.
- If the Minister approves to commence community consultation, the attached public notice (**Attachment 1**) will be published in the Government Gazette, signalling the commencement of the consultation period.

Key issues

1. Queensland Health has realigned its Brisbane children's hospitals and state-wide mental health services.
2. In response, the Department of Education, Training and Employment (DETE) is proposing the implementation of a new model of educational support using current resources to deliver a consistent state-wide quality service. The current model of service is detailed in **Attachment 2**.
3. The departmental review of services proposed that the Department undertake consultation in relation to the amalgamation of Tennyson Special School and the Barrett Adolescent Centre Special School into one special school, to be located on the Tennyson Special School site. This proposed model of service is outlined in **Attachment 3**.
4. Benefits of the proposed model are:
 - Continuity of educational services state-wide to the low-incidence number of students who are hospitalised or who have significant mental health needs;
 - Consistent state-wide practices and approaches during Queensland Health's transition and beyond;
 - Immediate response to identified student need in this highly specialised area;
 - Utilising existing expertise and resources to ensure quality educational outcomes for students and build system capacity, regardless of the student's location;
 - Management of these specialised services through one region which would promote consistency, effectiveness and efficiency;
 - Coordination occurring through the supervision and support of these school principals under the direction of one Assistant Regional Director;
 - Utilisation and realignment of the expertise and human resources from the existing model;
 - Effective deployment across the state of these specialist resources according to student need.

5. In line with the *Education (General Provisions) Act 2006* (the Act), Ministerial approval is required for community consultation in relation to the proposed amalgamation of Tennyson Special School and Barrett Adolescent Centre Special School.

Implications

6. There are no legal implications in relation to the amalgamation of two special schools into one special school.
7. The Metropolitan Region does not anticipate any negative implications in the amalgamation of schools and services.
8. Following the consultation period, the Metropolitan Region will prepare a brief to outline the Department's final recommendation regarding the future of the schools. This will involve seeking the Minister's approval for the amalgamation to proceed.
9. Costs associated with community consultation will be minimal, and met through the Metropolitan Region's operational budget.
10. Should the proposed amalgamation go ahead, it is anticipated that the Tennyson site would be able to accommodate all students without the need for any additional infrastructure.
11. The site map is detailed in **Attachment 6**.

Background

12. As part of the Government's re-examination of service delivery, Queensland Health announced significant changes to the provision of children's health care services in Queensland including changes to adolescent mental health, extended health and rehabilitation care.
13. Queensland Health outlined its proposed method of service delivery in the document, *Provision of a State-wide Adolescent Extended Treatment and Rehabilitation Service Continuum*.
14. In August 2013, as a result of changes to the Queensland Health service delivery methods, it was announced by Queensland Health that a new model of mental health support would be implemented from the start of 2014 and the adolescent component of its services at the Wacol Centre including Barrett Adolescent Centre would no longer be operational.
15. As a transition arrangement for 2014, Barrett Adolescent Centre Special School was relocated to a site adjacent to Yeronga State High School.
16. Barrett Adolescent Centre Special School continues to provide both school-based and outreach teacher services to support the students who were in residence at the Barrett Adolescent Centre. These staff members are also supporting students in transition to other schools.
17. In response to Queensland Health's service delivery changes, DETE officers undertook an extensive state-wide review of educational services for students with mental health conditions, including affected patients of Queensland Health.
18. Currently there are five educational programs operating in 14 locations across seven regions throughout Queensland. Each program has a different method of service delivery which will be impacted by Queensland Health changes (**Attachment 2**).
19. Aspects of the new educational model have already been approved. The Minister recently approved the renaming of the Mater Hospital School to the Lady Cilento Children's Hospital School (Ref: 14/141424), which will support students who will be patients of the Lady Cilento Children's Hospital, previously hospitalised at the Mater and Royal Children's Hospitals.

20. One of the key items identified in DETE's review was an opportunity to amalgamate and streamline the specialist education services currently delivered separately by Barrett Adolescent Centre Special School and Tennyson Special School with some aspects of programs of the Royal Children's Hospital School which are not relocating to the new Lady Cilento Children's Hospital School, as well as regional classes for paediatric and adolescent hospitalised students including those with mental health issues.
21. Tennyson Special School is a Band 6 special school located at 38 Lofter Street, Tennyson and can accommodate up to 15 primary aged students at any one time.
22. Tennyson Special School caters specifically for children with severe behavioural issues, including mental health conditions, who cannot be supported successfully in mainstream primary school settings. The school provides a service to all state districts. However, due to capacity limitations, support is usually limited to schools in the Metropolitan and South East Regions.
23. Approval of Tennyson Special School operating as a special school is provided in **Attachment 4**.
24. Barrett Adolescent Centre Special School is a Band 7 special school, currently operating out of the Yeronga State High School site.
25. Barrett Adolescent Centre Special School provides educational programs to adolescents who had previously been treated through both inpatients and outpatients at the Barrett Adolescent Centre (BAC) located at *The Park – Centre for Mental Health (TPCMH)*.
26. Approval of Barrett Adolescent Centre Special School operating as a special school is provided in **Attachment 5**.

Right to information

27. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication as the Minister's approval has not yet been obtained and therefore this information is not in the public domain.

Recommendation

That the Minister:

- **note** the proposed new model of educational provision for students requiring hospitalisation and those with complex mental health conditions (**Attachment 3**);
- **approve** the commencement of consultation regarding the proposed amalgamation of Barrett Adolescent Centre Special School and Tennyson Special School into one state-wide special school to support students referred with severe health conditions; and
- **approve** the attached public notice (**Attachment 1**) to be published in the Government Gazette, signalling the commencement of community consultation regarding the proposal.

NOTED



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

19/11/14

Copy to Assistant Minister

APPROVED/NOT APPROVED
ENDORSED/NOTED



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

19/11/14

Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Peter Blatch	Regional Director	A/ED	ED	A/ADG	DDG	A/DDG	DG
Assistant Regional Director	Mark Campling	Maree Bauer	Tom Jumpertz	Vince White	Patrea Walton	David O'Hagan	Dr. Jim Watter
Metropolitan Region	Metropolitan Region	Infrastructure Programs & Delivery	Executive Director	Infrastructure Services Branch	State Schools	Corporate Services	
T:							
M:							
Date: 2/09/14	Date: 3/09/14	Date: 20/10/14	Date: 09/09/14	Date: 21/10/14	Date: 28/10/14	Date: 28/10/14	Date:

14/251245

ATTACHMENT 1

PROPOSED SCHOOL AMALGAMATION NOTICE
Education (General Provisions) Act 2006

Under s.18 of the *Education (General Provision) Act 2006*, the following schools are proposed for amalgamation:

School name	Region	Contact details
• Barrett Adolescent Centre Special School	Metropolitan Region	Mr Mark Campling Regional Director
• Tennyson Special School		

Consultation regarding this proposed amalgamation of schools has now commenced. Members of the school communities are invited to contact the Regional Director for further information.

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

CABINET-IN-CONFIDENCE

14/251937

**ATTACHMENT 2:
CURRENT MODEL OF EDUCATIONAL SERVICE DELIVERY FOR STUDENTS REQUIRING
HOSPITALISATION OR COMPLEX MENTAL HEALTH SUPPORT**

Current model	Mater Hospital Special School	Royal Children's Hospital School		General paediatric wards and mental health acute inpatient wards in regional hospitals at Ipswich, Logan, Townsville, Cairns, Toowoomba, Nambour, Rockhampton and Robina.	Barrett Adolescent Centre Special School	Tennyson Special School
		Herston site	Royal Brisbane Women's Hospital Adolescent Mental Health, Acute Inpatient Ward. ACTforkids (Abused Children's Trust)			
Staff	10.4 FTE Teachers 123 Teacher Aide hours per week	10.7 FTE Teachers 152 Teacher Aide hours per week	2.2 FTE teachers 20 Teacher Aide hours per week	9.7FTE teachers 139 Teacher Aide hours per week	5.3 FTE teachers 110 Teacher Aide hours per week	4.2 FTE teachers 83 Teacher Aide hours per week

Mater Hospital School

The Mater Hospital School is an educational institution recognised as a Band 8 school providing educational services to eligible students receiving ongoing intensive medical treatment at the Mater Hospital. It opened in 1977. The student cohort is diverse and transient and includes students from all educational sectors.

Children and adolescents admitted through Child Youth and Mental Health Services may also be enrolled at the school as part of the Hospital Ward Program or outpatients via the Day Program. These students have been identified as requiring intensive, immediate treatment or respite from unsafe or difficult situations.

The school provides educational services in a variety of settings to cater for the needs of the diverse student population. These include: in hospital wards; in classrooms; in hospital clinics and off campus e.g. in students' home schools; in students' homes; in early education centres. It also supports children or siblings of families from regional areas who are treated at the Mater Hospital.

Royal Children's Hospital School

The Royal Children's Hospital School is an educational institution classified as a Band 8 school providing educational services to eligible students receiving ongoing medical treatment at the Royal Children's, Royal Brisbane and Women's Hospitals. It commenced in August 1919 and students may be inpatients, outpatients, siblings of patients or children of patients.

The school provides classroom and ward based programs for school-aged students across both the Royal Children's Hospital and the Royal Brisbane & Women's Hospital. Both services include learning, teaching, consultation with medical staff, liaison with the students' base schools, access to resources, ICT programs and support for re-entry to students' base schools.

Educational programs at the school focus specifically on continuity of students' base school curriculum. Hospital school teachers contact base schools to obtain an overview of the students' current programs, including subject areas, content and assessment. Students use information and communication technologies in learning and are encouraged to keep in touch and exchange information with their base school community.