

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

Commissions of Inquiry Order (No.4) 2015

Barrett Adolescent Centre Commission of Inquiry

AFFIDAVIT

Michelle Bond, of c/- Crown Law, 50 Ann Street Brisbane, Principal, states on oath:

1. I have been provided with a Requirement to Give Information in a Written Statement dated 23 February 2016. **Exhibit A** to this affidavit is a copy of this notice.
2. I am the Principal of the Lady Cilento Children's Hospital school. I have worked in that role since November 2014. I was appointed to the role in September 2014. **Exhibit B** is a copy of the role description from when this role was advertised in 2014.
3. I hold the following memberships:
 - (a) Queensland Association of State Schools Principals
 - (b) Queensland College of Teachers
 - (c) Hospital Organisation of Pedagogists in Europe (HOPE)
 - (d) Health, Educators, Learners, Practitioners (HELP)
4. **Exhibit C** to this affidavit is my curriculum vitae which outlines my full qualifications and employment history.

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: [REDACTED]
Email: [REDACTED]

- 2 -

5. Prior to this, I was employed as the Principal at the Royal Children's Hospital School. I worked in this role from 2006 until my appointment at the Lady Cilento Children's Hospital School in September 2014.
6. In the years 2012 – 2013 I also worked on a departmental project as a Leadership Coach for principals of primary and secondary schools in the metropolitan region. This program was not restricted to principals of special or hospital schools. The purpose of the project was to provide leadership coaching to the principals. I worked on the project for 10 weeks throughout 2012 and for 20 weeks throughout 2013.. I would provide coaching to five principals at any one time. Over the two years, I believe I provided leadership coaching to 15 or 16 individuals.
7. The coaching involved leadership coaching and drew upon current literature. The aim was to identify the individual principal's respective challenges as leaders and to support ways to overcome those challenges. Because I was a coach rather than a professional supervisor, I was able to foster a variety of solutions with the principals that may not have been possible with a professional supervisor.
8. The participants of the coaching program provided feedback which was collated centrally. Each year, all coaches would be presented with the data submitted by the principals. To my knowledge, the feedback was always positive.
9. The coaching program was led by an executive coach who was a retired principal. I met with the executive coach for weekly training sessions. Prior to commencement of the program I also participated in two full training days and attended a program briefing day at the beginning of each term.

- 3 -

10. I applied for the coaching role. Chris Rider, previous Department of Education and Training Regional Director, formulated the program and applications were submitted to him. I participated in the coaching program in 2012 and 2013 but ceased coaching in 2014.
11. The coaching program is no longer operational. There are now other options for Principals, for example QELI, Queensland Educational Leadership Institute leadership programs led by Dr Stephen Brown. I am no longer involved with these programs. I continue to provide informal mentoring to a few principals as a support commitment for colleagues.
12. The Lady Cilento Children's Hospital School is an amalgamation of the Mater Hospital Special School and the Royal Children's Hospital School. The Lady Cilento Children's Hospital school is equipped with more staff due to a larger student cohort. Some programs, which were in place at the Royal Children's Hospital school, were not continued at the LCCH as they formed part of the adult educational program at the Royal Brisbane and Women's Hospital. These programs are still operational at the Royal Brisbane and Women's Hospital.
13. Five or six education staff remain employed at the Royal Brisbane and Women's Hospital for the purpose of managing these educational programs. In addition, these staff members are responsible for provision of education services to the adolescent mental health unit and the operation of a day program for CYMHS students. That day program is currently located at Herston but I understand that it is to be relocated to Chermside this year.

- 4 -

14. Education services are provided to any high school students who have been admitted to the Royal Brisbane and Women's Hospital. These patients are not limited to the mental health unit.
15. In my current role I manage all education programs run at the Royal Brisbane and Women's Hospital.
16. I also hold managerial responsibility for ACT for Kids Early Education Program at Woolloowin. 'ACT' was formerly the Abused Child Trust. This is a high needs, intensive program and is designed to assist children between the ages of two and five years who are at risk developmentally and have been referred through the Department of Child Safety. The children attend the program two days per week, with five to six students attending at any given time. The primary focus of the program is to work with students to develop pre-literacy and pre-numeracy skills. There is a 1.0 FTE (full-time equivalent) teacher assigned to the program plus 1 FTE teacher aide support. This program caters to 2 groups of young children.
17. The site at the Lady Cilento Children's Hospital School is comprised of two campuses, namely a junior campus for Prep to year 2 students and a senior campus for year 5 to year 12 students. There are currently 24.7 FTE teachers employed across all Lady Cilento Children's Hospital School campuses (including Herston and Woolloowin) with approximately 316 hours of teacher-aide support each week. The administration team is comprised of an AO3 officer, two AO2 officers and a Guidance Officer employed on a 0.8 FTE basis. Each campus at LCCH is equipped with classrooms. Each class is generally comprised of students from two separate year levels. Every inpatient unit of the hospital generally has a designated primary school and secondary school teacher.

- 5 -

These teachers visit students who are not well enough to attend the school every school day.

18. The Lady Cilento Children's Hospital School also provides an educational service to patients admitted to the Mater Private Hospital. **Exhibit D** to this affidavit is a copy of the Lady Cilento Children's Hospital School pedagogical framework.
19. Provision of education services at the Lady Cilento Children's Hospital School is not limited to patients with a mental illness. For example, a patient's sibling may also attend the school in circumstances where the family has had to relocate to Brisbane for an extended period of time. There have been enrolments of students who have travelled from Regional areas in order for a parent to receive treatment. These families are occasionally resident in 'the lodges' close to the Lady Cilento Hospital.
20. In 2015, there were 284 individual CYMHS students registered to attend our schools across the various campuses. That figure captures CYMHS patients, general inpatients and day patients.
21. Lady Cilento Children's Hospital school receives registrations from CYMHS for in-patient education and day patient education at either campus. There is a liaison teacher responsible for each of the CYMHS programs at the Lady Cilento hospital. Liaison teachers receive daily handovers from the CYMHS ward staff about any relevant changes to a student's needs. Classroom teachers are updated daily as the need arises. All educational staff also attend a weekly student update every Wednesday morning. During these meetings, the liaison teachers brief staff about CYMHS students and any recent developments that are relevant in the school context. The purpose is for all staff to have this understanding as they may be on playground duty or providing non-contact time in a classroom. The aim is to minimise potential risk.

- 6 -

- A school template has been developed for the Wednesday meeting and includes a photo of each of the students.
22. We complete some risk assessments for patients. There is a departmental template, however, education staff are responsible for the writing of an individual support plan for each medium to long term student. This plan is updated as the needs of the student change. It includes some medical information but is focussed on education goals. Any adjustments to the patient's clinical risk assessment would be communicated to the teacher in the child's classroom. Every week, three teachers attend the clinical meetings at LCCH where the CYMHS patients are discussed at length so education staff are aware of the mental health needs of particular patients and can adjust education programs accordingly. We try to make information sharing as fluid as it can be by regular handovers and continuous briefing between the education staff and clinical staff. Similar processes are in place at RBWH.
23. I oversee the day program at the Lady Cilento Children's Hospital and the day program at the Royal Brisbane and Women's Hospital. There are in-patient unit programs located at Robina, Townsville, Toowoomba and Logan but they are not currently my responsibility. Those programs are specifically designed for and targeted to young people with a mental illness. The teachers who are engaged in those programs are supervised by a local secondary principal.
24. Currently, I conduct a teleconference with the teachers based in other hospital education programs, including mental health hospital based educational services twice every school term. The purpose of that teleconference is to provide teachers with professional support and statewide coordination. I recall that Peter Blatch was the person who initially suggested that contact specifically to promote statewide

- 7 -

coordination. The Hospital Schools Advisory Council (a parent representative advocacy group) also supports the need for formalised statewide support. The group is represented by parents from various school based hospital groups across the state (independent, catholic, State etc).

25. According to the 2015 teacher allocations, the Robina inpatient unit has a teacher allocation of 1.2 FTE and 13 hours of teacher aide support per week. The Principal of Robina State High School supervises these teachers.
26. The Logan inpatient unit has a teacher allocation of 1.5 FTE and 17 hours of teacher-aide support per week. These teachers are supervised by the Principal of Marsden State High School.
27. The Toowoomba inpatient unit has a teacher allocation of 1.5 FTE and 18 hours of teacher-aide support per week. These teachers are supervised by the Principal of Harristown State High School.
28. The Townsville inpatient unit has a teacher allocation of 1.1 FTE and 14 hours teacher-aide support per week. I do not know who supervises the teachers allocated to the Townsville day program.
29. I am aware that there was a brief to the Director General of the Department of Education and Training to provide statewide support in the form of an advisory group. My understanding of that group is that it will review and direct statewide education services in response to the roll-out of statewide health services. I believe that Mark Campling, Regional Director, is the chair of this group.
30. As abovementioned, education staff at the Lady Cilento Children's Hospital attend weekly and morning meetings with clinical staff. The Department of Education currently

- 8 -

provides educational support to three mental health specific programs at the Lady Cilento Children's Hospital:

- (a) the Child Mental Health Unit;
- (b) the Adolescent Mental Health Unit; and
- (c) the Day Program.

Further, the Department of Education provides educational support to two mental health programs at the Royal Brisbane and Women's Hospital:

- (a) the Adolescent Mental Health Unit; and
- (b) the Day Program.

The teachers engaged with these programs are responsible for teaching students, liaison with clinical staff and transition of students back to their base school. **Exhibit E** to this affidavit is a copy of an information sheet relevant to the Lady Cilento Children's Hospital School.

31. I recall having a conversation with Peter Blatch and Dr Stephen Stathis about CYMHS Statewide Services including Youth Resis and Step Up Step Down Units . As far as I can recall the idea was that when these programs were implemented by CYMHS, the Department of Education needed to be ready to respond.
32. I recall that we discussed that a Senior Guidance Officer would be the designated responsible education officer, to act as a case manager, to develop educational pathways for young people in youth resi's and/or step up step down units. The aim would be to link the young person with their local high school or appropriate vocational

- 9 -

- services. In my view the Mental Health Advisory group will progress that issue as new mental health services are introduced across the State.
33. The Lady Cilento Children's Hospital School follows the Australian curriculum. For that reason, it is practical for education staff to continue with students' usual schooling in our classroom and inpatient unit programs. Education staff also work with students to complete existing assessments, if these have been provided, from base schools. Class sizes for any given program vary from about six to ten students in each classroom. The Lady Cilento Children's Hospital School also prepares students for the NAPLAN testing programs. Students are encouraged to participate in NAPLAN testing. By way of examples of our program, **Exhibit F** to this affidavit is a copy of two curriculum plans, and a unit overview and **Exhibit G** is an individual student plan.
34. The Lady Cilento Children's Hospital School completes formal reporting for students attending hospital based educational programs for up to 10 weeks in the form of an interim school based report card. Many CYMHS patients attend our educational programs for an average of 2 – 4 weeks and in those circumstances, a handover is more appropriate. Students participating in the Day Program receive a school based report card and educational staff meet with parents to discuss the student's educational strengths and weaknesses. DET mandates that students who have attended for a whole semester receive an A-E report card on One School.
35. Referrals to the Lady Cilento Children's Hospital School are received from CYMHS. Individual schools cannot refer students to the program and any enquiries received from individual schools are referred back to CYMHS. CYMHS make recommendations what educational program is appropriate for the student.

- 10 -

36. A student will be eligible to attend the Lady Cilento Children's Hospital School in circumstances where the student:

- (a) will miss four or more school days;
- (b) has an acute or chronic condition that is expected to require repeated hospitalisations;
- (c) is the family member of a patient attached to the hospital; or
- (d) if special consideration is sought from the regional office (i.e. in circumstances where the student is not currently enrolled in any school).

Our service caters to all students regardless of whether they are enrolled at a private or State school in Queensland, or an interstate or international school.

37. The Lady Cilento Children's Hospital School has a Guidance Officer employed to work four days per week (0.8 FTE). I understand that the Barrett Special School has a Guidance Officer employed two days per week (0.4 FTE). The Guidance Officer employed at the Lady Cilento Hospital also provides an 'on call' service to the Barrett Special School for the purpose of providing extra support if necessary.

38. As far as I can recall, the Barrett Adolescent School is the only program that provides outreach services targeted to young people with a mental illness. I believe these outreach services are limited to young people who are enrolled at a State High School (ranging from years 7 – 12). As far as I am aware, the Barrett Adolescent School engages with the student's base school to support transitions. This might involve a student attending at the Barrett Adolescent School location for part of the teaching week or, at other times, Barrett Adolescent School staff may attend the base school to support the educational adjustments required for an individual student. I assume this

Page 10

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Deponent

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

is limited to the Brisbane metropolitan area but I am not aware of any specific details in relation to this.

39. My only involvement with the Barrett Adolescent Centre school occurred after the closure announcement. I was asked to visit by my supervisor, Mr Peter Blatch. The purpose of my involvement was to support staff who were concerned. I recall visiting the Wacol site in around November 2013. The purpose of this visit was to support staff and provide staff with reskilling opportunities. For example, we invited Barrett Adolescent Centre teachers to spend time with a teacher in a hospital school for a day in order to gain experience in that type of environment. I recall at least four staff members of the Barrett Adolescent Centre school did this.
40. I am unaware of the education model that was used at the Barrett Adolescent Centre school when it was located at Wacol. I am aware that Barrett staff attended a professional learning day with the Mater and Royal Children's Hospital once each year.
41. I visited the Albert Park Flexible Learning Centre once approximately 8 years ago. I have limited knowledge of the education model utilised by Albert Park. I believe it may be suitable for some, but not all CYMHS students. The suitability would, in my opinion, need to be assessed on a case by case basis. My understanding is that students at Albert Park are unable to pursue an OP pathway, usually needed for university entry.
42. In my experience, it should not be assumed that a student with a mental illness is not interested in or capable of obtaining an OP. I have encountered a number of academically high achieving young people who have been diagnosed with a mental illness.
43. I was a member of Barrett Adolescent Strategy Planning Group. I recall Sharon Kelly

- 12 -

chaired this group which was also attended by Chris Thorburn, Dr Bill Kingswell, Dr Leanne Geppert, Dr David Hartman, Dr Cary Breakey, Dr Trevor Sadler, Dr Stephen Stathis and Naomi Ford. As I recall I was the only representative from the Department of Education. My role was to advocate for education services. I attended these meetings via teleconference.

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

Sworn by Michelle Bond on
29 February 2016 at Brisbane
in the presence of:

)
)
)

[REDACTED]

[REDACTED]

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 G to the Affidavit of Michelle Bond sworn on 29 February 2016.

[Redacted Signature]

Deponent

[Redacted Signature]

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**

Exhibit No	Exhibit description	Page numbers
A.	Copy of Requirement to Give Information in a Written Statement dated 23 February 2016	1-3
B.	Copy of role description as Principal of the Lady Cilento Children's Hospital school	4-4
C.	Copy of Curriculum Vitae	5-7
D.	Copy of affidavit of the Lady Cilento children's Hospital school pedagogical framework	8-20
E.	Copy of affidavit of an information sheet relevant to the Lady Cilento Children's Hospital school	21-21
F.	Copy of two curriculum plans and a unit overview	22-25
G.	Copy of an example of student plan	26-26

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: Ms Michelle Bond

Of: c/- Paul Lack, 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 **4:00pm, Monday 29 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 23rd day of February 2016

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

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.

Integration of Educational Programs with Mental Health Services

3. As the Principal of the Lady Cilento Children's Hospital School are you able to outline and explain how the Department of Education is working with Queensland Health to provide education programs integrated with child and adolescent mental health clinical treatment programs?
4. As the Principal of the Lady Cilento Children's Hospital School please outline your involvement in education programs dedicated to children and adolescents who are receiving treatment for mental illness. Please outline the programs offered at Lady Cilento Children's Hospital including, curriculum, class sizes, number of teachers.
5. Apart from the Lady Cilento Children's Hospital, what, if any, knowledge of other "dedicated hospital classes" associated with child and adolescent mental health inpatient units do you have?
6. What is the procedure for obtaining a referral for a child or adolescent with mental health issues to an integrated education program? Who is eligible to receive integrated educational services? Is the service available for children or adolescents who attend private schools?
7. What is your knowledge of currently available integrated educational "outreach services"? Are these services available to children and adolescents who attend private schools?

8. Are you familiar with the educational model employed at the BAC special school at Tennyson? If yes, please provide information.
9. Do you have knowledge of the educational model that was employed at the BAC special school at Wacol? How does the school program at Tennyson compare to the school program at Wacol?
10. Are you familiar with the educational model employed at the Albert Park Flexible Learning Centre? If so, can you explain how the BAC cohort (Wacol) would fit into this educational model? Is this model suitable for adolescents with severe and complex mental health needs?

General

11. Explain any other information or knowledge (and the source of that knowledge) that you have relevant to the Commission's Terms of Reference.
12. Identify and exhibit all documents in your custody or control that are referred to in your witness statement.

Work Location: New Campbell Heights School - South Campus, Maryland Heights	Location: Job Type: (Required Name)	Position: Recruitment End Date: 26-Aug-2014 Su Ling Yong recruitment@det.900.007.0018
Category: Stream 3 / SL3 Salary per Annum: 122350 to 128462 Salary per fortnight: 4697.40 to 4935.10 Salary Other: Total Remuneration:	Posted by: Contact Name: Contact Phone / Email / Fax:	

Online Media - Job Ad Description

Summary:

As the Principal, you will play a vital role in delivering the vision of the department. The leadership role of Principal is critical to improving the educational outcomes of students in their schools. The Principal has a major influence on developing the quality of teaching and learning and nurturing positive relationships between students, teachers and stakeholders.

As a school leader, you play a vital role in shaping the way we deliver education services to ensure students have the skills, knowledge and creativity to succeed in the global economy.

This school requires a Principal with extensive experience in teaching and mental health education, experience working with students who are 'at-risk' and those with mental health problems, and working in remote areas across sectors and government departments. Differentiation skills are essential.

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4. Written response to the selection criteria 1-4. Limit your response to a maximum of one A4 page per criterion (minimum font size is 10 point in Arial font)

A current CV of a maximum of three A4 pages (minimum font size is 10 point in Arial font)

Contact details for 2 referees - one of whom should be your current supervisor

Please note: The CV should be addressed through referee checks and submitted on a separate sheet. DO NOT write to this in your written application.

Please ensure you download the Applicant Information Package and Job Description.

Please download the attached sign-off form for more information about the position.

Applicants should contact Peter Blech via email: Peter.Blech@det.900.007.0018 or Judith Duncker via email: Judith.Duncker@det.900.007.0018 if further information about the position is required.

A mandatory requirement of this role is:

- Current full registration, or current provisional registration with eligibility for full registration, as a teacher in Queensland. Information on registration requirements is available at www.qas.edu.au or on to: 1300 729 944.

Your role

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

- Lead the school community in vision, articulation and commitment to a shared educational vision focused on providing quality learning outcomes for all students.
- Embed the school's vision as a values-based, ethical and moral entity.
- Embed social justice practices in daily school life.
- Develop and implement a curriculum and assessment framework.
- Develop and implement a professional development framework.
- Form partnerships with parents, other government agencies, community groups, industry and business.
- Monitor and evaluate the school's performance.
- Understand the legislation and policies that impact on schooling.
- Manage resources to achieve goals.

How you will be assessed

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

- Demonstrated leadership of a curriculum, teaching and learning environment, leading to the achievement of quality learning outcomes for all students.
- Demonstrated strong interpersonal skills and demonstrated capacity to develop and sustain productive relationships within and beyond the school community.
- Demonstrated strategic thinking and awareness of the ability to use those to influence the educational agenda for whole schooling.
- Demonstrated ability to manage effectively human, financial and physical resources to deliver high quality educational outcomes.
- Demonstrated capacity to develop and maintain an organisational culture based on ethical principles and personal beliefs and corporate values.

Applicants may request copies for up to 12 months. Please ensure you download the Applicant Information Package, Role Description and Work Profile. It is expected that the take up date will be term 4, 2014.

Further Info:

Curriculum Vitae**Michelle Bond****Personal Details**

Address:

Phone:

Email:

Current Position: Principal, Lady Cilento Children's Hospital School (Prep-Year 12) – SL5

Qualifications: Diploma of Teaching
Bachelor of Education

Other Responsibilities and Commitments

- ✓ Metropolitan Region Leadership Coach (2012, 2013)
- ✓ Metropolitan Region Student Services Strategy Group
- ✓ Metropolitan Region Mental Health Working Group (Chair)
- ✓ Metropolitan Region Get Ready for Secondary School Advisory Body
- ✓ City Cluster Principals' Group – Teaching and Learning initiatives (Secretary for 4 years)
- ✓ DETE representative on Barrett Adolescent Strategy Planning Group (2012, 2013)
- ✓ QASSP Representative on DETE 'Strengthening Discipline' Reference Group
- ✓ QASSP Student Services Sub-committee (Co-chair)
- ✓ Metropolitan North School Sport 12&U Tennis Convenor
- ✓ Queensland School Sport 12&U Tennis Management Committee (Secretary)

Professional History

2014 (appointed Sept)	Principal, Lady Cilento Children's Hospital School
2006-2013	Principal, Royal Children's Hospital School – SL4
2011 (10 weeks)	Acting Principal, Ascot State School – SL5
1992-2006	Acting Principal, HOSES, Teacher, Petrie Terrace State School (included two periods of extended maternity leave)
1998	Acting Principal, Stafford School (2 weeks)
1990-1991	Teacher, Everton Park State School
1987-1989	Teacher, Yugumbir State School

Memberships

- ✓ Queensland Association of State Schools Principals
- ✓ Queensland College of Teachers
- ✓ HOPE (Hospital Organisation of Pedagogists in Europe)
- ✓ HELP (Health, Educators, Learners, Practitioners)

Referees

Mark Campling	
Regional Director, Metropolitan Region Ph: [REDACTED]	

Recent Key Responsibilities, Professional Development and Experiences

Principal, Lady Cilento Children's Hospital School (2014-present)

- Lead quality educational programs for Prep-Yr 12 students of hospitalised families across four campuses: these are:
 1. Lady Cilento Children's Hospital School Junior campus (Prep-Year4)
 2. Lady Cilento Children's Hospital School Senior campus (Year5-12)
 3. Herston campus (caters for adolescents at the RBWH)
 4. Woolloowin campus (ACTforKids)

Principal, Royal Children's Hospital School (2006-2014)

- Lead quality educational programs for Prep-Yr 12 students of hospitalised families
- Led school reform in response to Teaching and Learning Audit
- Leading development of RCH School Pedagogical Framework
- Lead offsite program 'ACTforKids' (Abused Child Trust) to provide intensive language, communication and socialisation programs for students aged 3-5 years who have suffered abuse related trauma
- Liaising with staff from base schools (including State, Independent and Catholic schools)
- Complex Case Management with base schools for students with chronic and acute medical conditions (e.g. Acquired Brain Injuries, Cancer, Cystic Fibrosis, Burns)
- Advocacy at multiple levels/forums to promote differentiation for students
- Work collaboratively with clinicians from Child and Family Therapy Unit (CFTU – inpatient facility for students with mental health conditions) to produce positive educational outcomes for students
- Educating medical teams regarding DETE policy and procedures concerning students with disabilities and complex medical conditions and/or challenging behaviours
- Strong partnerships developed within hospital and local communities as well as base schools across Queensland, interstate and overseas
- Supported transitions to base schools as students return after long periods of absence due to hospitalisation
- Hosting leaders (e.g. Governor General, Ministers for Education and Health, overseas education leaders)
- Leader within City Cluster Principals' Group (Secretary for 4 years) – Teaching and Learning focus

Staff Development:

- Establishment of effective sector teams and professional learning community
- Training and development of staff in Australian Curriculum, C2C, One School
- Teacher confidence and focus on teaching and learning, assessment and reporting
- Feedback culture (including formal lesson observations, teacher observations of colleagues, observation visits to surrounding schools focused on school improvement agenda of reading)
- Quality differentiated professional development tailored to identified needs
- Developing Performance Framework embedded
- Staff confidence in pedagogical framework
- Present 'Trauma Sensitive Practices' professional development to RCH School staff and schools across and outside Region
- Identified inspiring leaders and support leadership development

Metropolitan Regional Coach (2012, 2013)

- Coach five Principals from various schools (Primary, Secondary, Special across Band 7-9) each year
- Deepen leadership of Principals through notions of trust, mutuality of learning, professional sharing and confidentiality
- Guide Principals through exposure to current readings, frameworks and research
- Empower colleagues to reflect on their own practice and influence their future actions
- Principal's PDP reflect their learning and growth

Ascot State School (2011, 10 weeks across 3 terms)

- Supported leadership team in review of school based data (year levels)
- Held planning and data meetings with individual teachers and provided feedback and feed forward to teachers
- Provided support and advice regarding processes, curriculum delivery, adjustments and assessment for the Special Education Program
- Advised key teachers in program delivery of a social skills program (through P&C teacher scholarship)
- Counselling staff and parents regarding management of students with challenging behaviours
- Supported staff and parent support group in hosting whole school events

Staff Development:

- Staff session focussed on 'Trauma Sensitive Practices' and practical classroom management strategies
- Presented yearly updates for Student Protection and Code of Conduct
- Presented session on Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPs)
- Teacher confidence enhanced by exploring class data with individual teachers

Acting Principal, HOSES, Teacher, Petrie Terrace State School (1992-2006 – includes periods of maternity leave in 1998/99 and 2000/01)

- Establishing Early Years and Middle Phase of Learning sectors
- Providing curriculum leadership (QCAR and Year 1-10 Curriculum Framework)
- Supporting behaviour management for students, teachers and families
- Promoted inclusive practices in mainstream classes (included students with disabilities in mainstream classes)
- Implementing and educating staff about Education Adjustment Profile (EAP)
- Led programs for 22 students with disabilities (12% of whole school population)
- Oversaw programs for special needs students, including learning support, gifted education, children in care and ESL
- Implementing Productive Pedagogies
- Development and implementation of Literacy and Numeracy Strategy
- Managed implementation of Year 2 Net, Year 3, 5 and 7 testing programs
- Coordinated agreement for Religious Education in State Schools for Western Suburbs Churches
- Developed strong community relationships (e.g. Paddington Community Centre, Suncorp Stadium)
- Implemented peer support program (social skills) and 'Thinksports' (Gifted Education program)

Staff Development

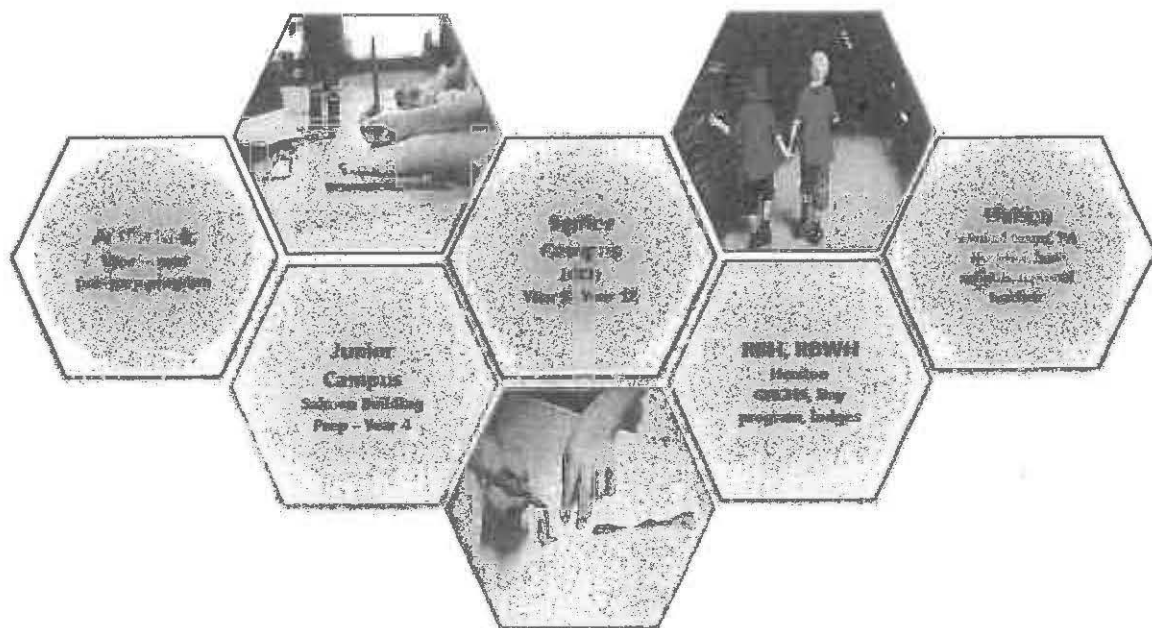
- Development of all teachers in multi-age philosophy and pedagogies
- Teacher development in inclusive practices (including EAP)
- Developed Case Management role for selected students
- Supportive practices for teachers to try new (and different) strategies in the classroom

Community Involvement

2011-present	RedKite (Cancer Charity for Children and Young Adults) – Qld Regional Council
2010-present	Eddie's Van (Breakfast for homeless in Brisbane)
2012-present	Queensland Children's Health Services Ethics Committee
2009-present	Micah Projects (volunteer)

Lady Cilento Children's Hospital School

Pedagogical Framework



Overview

The Lady Cilento Children's Hospital School (LCCHS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences.

The LCCHS Pedagogical Framework provides an overview of the beliefs, principles and practices that enables staff to provide a common, consistent and evidence-based approach to teaching and learning ensuring that the learning outcomes for all students are maximised within a safe, supportive and inclusive learning environment.

LCCHS context

LCCHS offers quality educational programs for students of hospitalised families. LCCHS is a multi-campus site including:

- ✓ LCCHS Junior Campus Prep-Year 4 (located within the Salmon Building, South Brisbane)
- ✓ LCCHS Senior campus Year 5-12 (located on Level 8 of the LCCH, South Brisbane)
- ✓ Herston Campus (catering for students with mental health issues and adolescents at the Royal Brisbane and Women's Hospitals)
- ✓ Woolloowin Campus (catering for Pre-Prep students in conjunction with ACTforKids)
- ✓ Regional hospital teachers (offering professional and collegial support)

The school provides classroom and inpatient unit based programs for school-aged students from Prep to Year 12 and includes students from the state, catholic and independent sectors. Students primarily come from Queensland and northern New South Wales.

Our vision

Leading excellence in hospital teaching and learning through innovative and inclusive practices.

Our values

Respect: We value others and their property.

Trust: We can rely on ourselves and others.

Integrity: We build a strong character and have resilience.

Relationships: We connect and create a sense of belonging.

Caring: We look after ourselves and others.



Our motto

inspire believe achieve

Our school rules



Our commitment

- to ensure fair and equitable access to education
- to provide a holistic approach to meet student needs
- to develop and deliver successful transition plans that cater for student diversity
- to provide a safe, caring and connected learning community
- to build a sustainable future.

A supportive environment

The LCCHS staff is committed to a safe and supportive learning environment as outlined in the school's Responsible Behaviour Plan (RBP). The Pedagogical Framework and the LCCHS RBP are aligned to promote consistent practices across all campuses. High standards of behaviour are a precondition for learning. The expectation is that all staff will model the principles of the LCCHS RBP which focuses on student and staff wellbeing.

Core systemic principles of LCCHS Pedagogical Framework

Principle 1

Student-centred planning

What do we know about our students? What do our students already know? What do our students need to learn? How do we teach it?

Expectations:

- Be responsive to the differences in student readiness levels, interests and impacting profiles to vary the learning pathways
- Collect, record and use data to inform planning and to provide feedback to all stakeholders
- Use digital technologies to support, enhance and differentiate learning
- Engage in professional learning.
- Use effective instructional, management and curriculum design strategies.

Strategies:

- Weekly collaborative planning with all vested stakeholders to tailor learning and target resources
- Alignment with LCCHS Data Plan with data being exchanged, used and recorded
- Personal Learning Plans (PLP) for students consistently attending 4 weeks or more
- Learning goals for all students
- Decisions/differentiation based on knowledge of student, prior learning and needs
- Feedback, assessment, and differentiation aligned with LCCHS school based plan
- PDP identifies PD needs of staff

Evidence:

- Frequent focused team meetings for example, sector meetings
- Staff accessing One School and LCCHS database
- Differentiated learning and assessment
- Feedback discussions.

Principle 2

High expectations

Recognising and cultivating innovation for better learning outcomes. Working efficiently and effectively, with high expectations of all stakeholders and our services.

Expectations:

- Maintain a consistent whole school approach to curriculum, pedagogy and student support
- Promote a collaborative school culture (including all stakeholders), with shared responsibility for student learning and well-being.
- Promote positive attitudes and high expectations about learning
- Emphasise deep substantive learning
- Support staff with targeted PD, coaching and mentoring.

Strategies:

- Development and implementation of Whole School Curriculum Plan including Assessment and Reporting
- Agreed procedures for ongoing induction, coaching, mentoring, sharing and support in teaching and learning for all staff
- Celebration and showcasing student/staff achievements
- A co-ordinated approach accessing all available resources - physical and human for example, use of GO, teacher expertise, intervention teacher
- Innovative, managed approach to maximise learning on wards and in classrooms
- Implementation of LCCHS Responsible Behaviour Plan.

Evidence:

- Consistency of practice, expectations and language across all campuses
- Students and other stakeholders have a voice in the development of the whole school culture, ethos and operation
- Timely feedback
- Students reflect on learning and are engaged and focussed.
- Staff are committed, passionate and skilled about students and their learning
- Staff and students understand and apply LCCHS Responsible Behaviour Plan.

Principle 3

Alignment of curriculum, pedagogy and assessment

The relationship between what is taught, how it is taught and how it is assessed in order to maximise student learning.

Expectations:

- Align with Australian Curriculum expectations
- Link to school priorities
- Align with LCCHS Curriculum Plan.
- Differentiate instruction to meet individual student needs
- Ensure consistency across all service deliveries by establishing collaborative planning and moderation.

Strategies:

- Ensure lesson delivery, including monitoring, differentiation, feedback and data collection and use is consistent across all campuses
- Adjust and differentiate Australian curriculum, teacher pedagogy, assessment and the physical environment
- Release time for teachers to plan and for staff reflection on pedagogy
- Seamless flow between year level junctures
- Moderation session (within LCCHS and with cluster school) to ensure consistent teacher judgement.

Evidence:

- All assessment is meaningful and rigorous in LCCHS context
- Evidenced-based data informs curriculum planning, delivery and pedagogy
- Common approach, expectations, management and language across all campuses.

Principle 4**Evidence-based decision making**

All stakeholders, in collaboration, use evidence-based judgments in order to monitor and inform the next steps for learning and provide ongoing quality feedback.

Expectations:

- Data used to close the gap between where students are and where they need to be
- Foster a culture of self-evaluation and reflection across all service delivery areas of the school
- Consistent processes for data collection and analysis to inform teaching and learning
- Data to inform focussed feedback to all stakeholders
- Engage in professional learning to strengthen our effectiveness in decision making
- Collaborate with all stakeholders to ensure quality decision making.

Strategies:

- Decision making aligned to school values and LCHS school plans – RBP, Data Plan, School Curriculum Plan
- Decision making made collaboratively by vested stakeholders
- Built in student self-reflection/self-assessment and input into decision making
- Teaching and learning informed by validated research and student data
- Agreed feedback practices for staff, students, parents
- Reporting – students who have been consistently at school (>80%) for five weeks or more receive an interim statement/interview; if have attended consistently for one full semester (>80%) receive a full report on OneSchool
- Moderation within school and with cluster schools.

Evidence:

- Participation of staff and students in collegial/reflective behaviour
- Improved student learning reflected in data
- Staff responsive to student input and feedback
- Effective use of data and best practices to inform teaching and learning.

Principle 5**Targeted and scaffolded instruction**

The use of a comprehensive range of agreed contemporary teaching strategies to differentiate and scaffold teaching based on identified needs of students.

Expectations:

- Access a range of learner profiling avenues and pre-assessment tools to establish a student's individual needs.
- Analyse student data to personalise learning, vary learning pathways and establish individual student goals and plans
- Gradual release model of explicit instruction used to scaffold learning
- Evidenced-based explicit instruction strategies used to support students.
- Engage in Professional Learning Communities to build teacher expertise and sustain improvement.

Strategies:

- Model of explicit instruction for the introduction of new content and skills
- Communicate lesson intent
- Utilise a comprehensive range of agreed contemporary teaching practices that support curriculum intent, engage students and embed technology
- Differentiated and scaffolded teaching based on identified needs of students
- Lesson design reflects Explicit Instruction Framework (EI)
- Targeted PD, coaching and mentoring on EI.

Evidence:

- Staff engage in professional learning communities and rich substantive discussions about teaching and learning
- Visual displays to reinforce agreed teaching/learning practices
- Reflective practice, data and feedback informs differentiation practices.

Principle 6

Safe, supportive, connected and inclusive learning environment

Consistent whole school approach to classroom, inpatient units and behaviour management, recognition of differences, student well-being and development of innovative, safe and responsible use of technology.

Expectations:	Strategies:	Evidence:
<ul style="list-style-type: none"> ○ Align with LCCHS Responsible Behaviour Plan ○ Build relationships and create a sense of belonging and worth ○ Facilitate access to learning to suit LCCHS context ○ Staff receives training to ensure adherence to legislative, departmental and school requirements for student and staff well-being ○ Adherence to safe and ethical use of technology ○ Develop active partnerships with all stakeholders to ensure all students have access to a high quality educational service ○ Students communicate and acquire information both within and outside their formal learning programs. 	<ul style="list-style-type: none"> ○ Implementation of the LCCHS RBP – continuum of strategies from least to most intrusive that best supports the behaviour learning needs of students ○ All staff trained in NVCI ○ Facilitate access to learning beyond traditional school boundaries ○ Staff annual online mandated and hospital context training ○ Staff supported, given opportunities to develop capabilities and leadership and contributions valued. ○ Professional collegiality and collaboration with other teams within and outside the hospital for example, base schools ○ Explicit teaching of ethical use of technology as part of values education. ○ Use of technology to support learning reflecting the 21st century learner 	<ul style="list-style-type: none"> ○ Explicit teaching of LCCHS values and RBP ○ Consistent language and approaches to behaviour ○ Staff well-being committee ○ NVCI strategies used when dealing with behaviour incidents ○ Positive learning environment with high level of student engagement ○ Low incidence of escalated behaviours

(Based on the DET Pedagogical Framework)

The 'Who', the 'What' and the 'How'

At LCCHS, the staff adheres to the differentiation *Know the Students, Know the Curriculum, Vary the Pathway* model based on Carol Tomlinson¹ research. Effective differentiation maximizes student learning and lies at the heart of quality pedagogy and classroom practice. Differentiation is responding to the needs of the learner. It is reflected in curriculum planning and enacted through the differentiated daily interactions between the teacher and students. Teachers start by analysing current student data to identify prior knowledge and readiness. In order to vary the pathways, teachers differentiate the teaching and learning for students whilst matching the students' learning needs with the curriculum intent. Learning experiences provided that ensure every day, in every classroom or ward, every student is learning and achieving

Teachers are expected to have a thorough knowledge of the Australian Curriculum year level content descriptions and achievement standards. Teachers are also expected to implement the LCCHS Whole School Curriculum Plan.

¹ Tomlinson C. 2004, *How to Differentiate Instruction in Mixed Ability Classrooms* 2nd ed., Hawker Brownlow, Moorabbin

The 'Who' (Building partnerships)

The LCCH School philosophy is student-centred where every student is valued and provided with opportunities to succeed in the hospital context and to successfully transition to their personalised educational pathway. This is a shared philosophy within the LCC Hospital community.

LCCH School is committed to continuing to work closely with students, parents, multi-disciplinary teams, the hospital, the community and base schools to improve student learning outcomes. Teachers actively build effective relationships with each student and their family.

The 'What' (School curriculum)

The school's Pedagogical Framework is underpinned by the Explicit Instruction model, based on the research of Anita Archer and Charles Hughes. No one element of explicit instruction exists alone. Each element links to and supports the other. Teaching is a complex and challenging art form. Attending to these teaching and learning elements requires teachers to actively question their practice and the decisions they make every day. These decisions are more directed at '*what*' to teach.

Given the unique context of the LCCHS, the full complement of each year level curriculum cannot be covered. The LCCHS Curriculum Plan identifies core curriculum across junctures that inform year level plans and unit planning. The LCCHS Curriculum Plan also details the consistency of assessment and evaluation that occurs. It informs how data is systematically used to guide teaching and show improvement. The LCCHS teaching staff will provide students with an interim learning statement if they have consistently attended the school for 10 weeks for at least for 80% of the time. An end of semester report on One School will be completed for students who have consistently attended for a whole semester for at least 80% of the time. Ward teachers complete a daily database outlining a student's work program and learning progress.

LCCHS teachers differentiate for all learners. This includes timely intervention, alternate programs, modified programs, consolidation and extension programs and collaborating with specialist teachers and clinical staff.

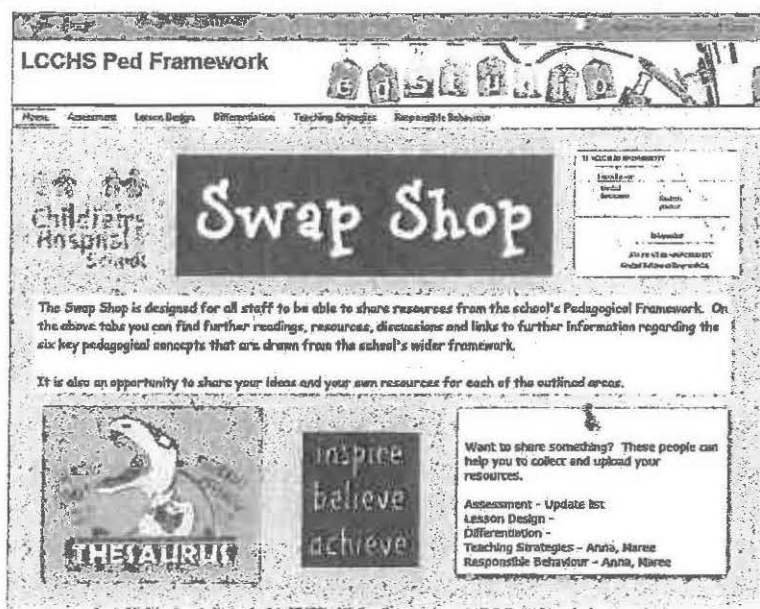
The 'How' (Teaching practice - pedagogy)

The 16 elements of explicit instruction are drawn from the research of Anita Archer and Charles Hughes (Anita L. Archer and Charles A. Hughes, 2011.) and provide teachers with the basis for 'How' to teach. At the LCCH School these 16 pedagogical practices are actioned every day (see page 9). These elements of best practice are evident in all learning experiences. They are used when planning and delivering an explicit instruction lesson. There is a clear expectation that these consistent, school-wide effective teaching strategies are implemented by all teachers.

By implementing the 16 elements of explicit instruction, the following outcomes will become evident in our teaching and learning:

1. engagement time/ time on task optimised
2. high levels of success promoted
3. content coverage increased
4. students spend more time in instructional groups
5. instruction scaffolded
6. different forms of knowledge addressed.

An edStudio houses a bank of effective teaching and learning resources, to support staff in the delivery of the school's Pedagogical Framework. Identified staff members are responsible for maintaining the EdStudio – S 611174151



Pages within the edStudio include:

- Assessment – MO
- Lesson design – FD
- Differentiation – RC MS
- Teaching strategies – AB MM
- Responsible behaviour – MM AB

Instructional leadership - Coaching

The LCCHS actively supports teachers' professional development in explicit instruction. In order to deliver high quality pedagogical practice, feedback is valued and practised at all levels. The goal is to develop a culture of professional learning and improvement through pedagogical coaching and feedback. An important part of being a professional is to continually learn and grow. Professional conversations, collegial observations and pedagogical coaching are important components of ongoing professional development. A successful coaching model must engender an environment whereby partnerships are established with agreed goals and feedback is provided within a framework of confidentiality and support.

Instructional design - Explicit instruction methodology

As skilled practitioners, teachers confidently use numerous pedagogical methods incorporating a balance of the four pedagogical strategies of direct, interactive, indirect and experiential learning. Examples include;

- Direct- explicit teaching, drill and practise, intensive teaching, structured overviews
- interactive- whole class discussion, peer/partner learning, cooperative learning
- indirect- problem based learning, inquiry based learning, inductive learning, independent learning
- experimental learning- field experience, simulations, role play, process drama.

At LCCHS, we use the explicit instruction method whenever new concepts or skills are being taught.

Explicit instruction lesson structure

By using the **explicit instruction lesson structure**, teachers move students through a gradual release of responsibility model in a lesson from:

Modelling by the teacher



Guided and scaffolded practice



Independent performance

The Gradual Release Model

TEACHER RESPONSIBILITY

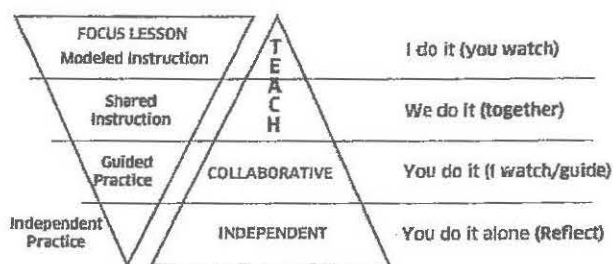


Figure 1: The Gradual Release Model

Explicit instruction underpins the structure of all lessons, ensuring that all lessons reflect an effective, evidence-based learning process. Importantly, however, explicit instruction is more than a sequence or formula. Explicit instruction must be built on a foundation of key beliefs about learning and a deep understanding of the purpose of each phase in the explicit instruction process.

- **At the start of every lesson**, the teacher must clearly communicate the specific learning goals for the lesson. The goals should be displayed so that they can be referred to throughout the lesson. The goals should be practical, realistic, challenging and measurable. The goals should be a subset of the overarching goals of the unit of work.
- Take the time to communicate and clarify the goals, connect them to previous learning and align them to future learning and real-world applications and relevance.

Warm up

- 'Warm ups' are designed to verify students' understanding of pre-requisite knowledge, help move newly acquired knowledge from short-term to long-term memory, develop automaticity in critical pre-requisite knowledge, and activate knowledge that underpin the lesson.
 - review and activate pre-requisite knowledge, through engaging activities that allow students to practise related skills and the teacher to verify every student's ability to perform them
 - align the 'warm up' with knowledge underpinning the learning goals for that lesson.

I do

- The 'I do' phase is focussed on direct teaching of new knowledge or skills.
 - sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units
 - model new procedures and provide examples and non-examples. Model skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud
 - use clear and precise language and avoid digressions.

We do

- In the 'We do' phase, the teacher supports students in guided practice to confirm students' understanding and develop proficiency and automaticity in the independent use of the skill.
 - use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.

You do

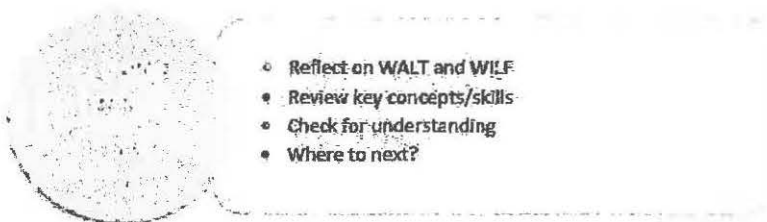
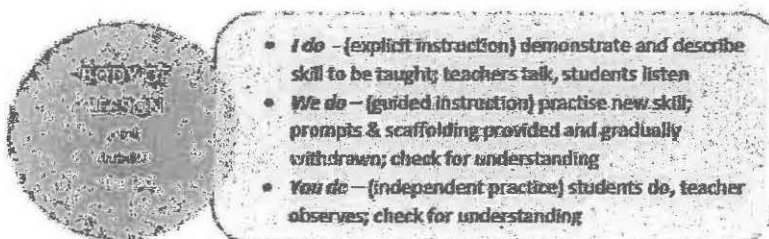
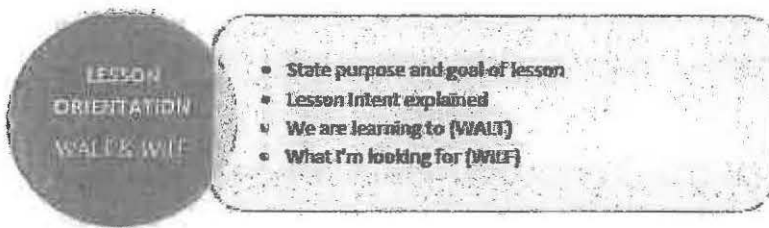
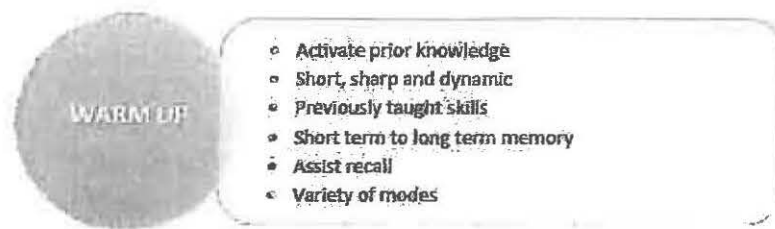
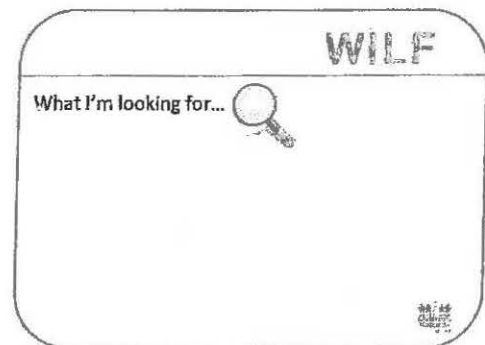
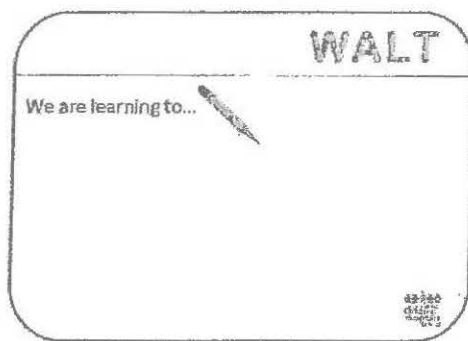
- In the 'You do' phase, students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills.
 - regulate the difficulty of practice opportunities to promote success and build confidence.
 - differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students.
 - structure activities that link skills to prior learning and apply them in novel situations.

Review

- In the review phase, the teacher reiterates the learning goals for the lesson, talks students through the sequence of the lesson and addresses any common misconceptions.
 - refer back to the lesson's learning goals and outline how these have been covered.
 - help students to organise new knowledge and skills, making connections to prior and future learning.
 - encourage students' own metacognition, engaging them in reflection on their own learning.

Explicit instruction resources*

*These models are provided to all teaching staff as laminated posters to support the implementation of explicit instruction.



Although these stages must be followed in sequence, not every step will be completed in every lesson.

For example, an initial explicit instruction lesson, may contain just the warm up, lesson orientation and an 'I do'.

Be sure to check for understanding before progressing to 'You do'.

Sixteen elements of explicit instruction

Anita L. Archer and Charles A. Hughes, *Explicit Instruction – Effective and efficient teaching*, 2011, The Guildford Press

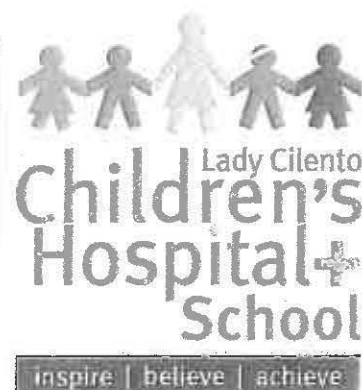
When planning and delivering an Explicit Instruction lesson, the following sixteen elements need to be considered:

1. **Focus instruction on critical content** – Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically** - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units** - Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesised (i.e. practiced as a whole).
4. **Design organised and focused lessons** - Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations** - Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction** - Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations** - Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language** - Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.

- 9. Provide an adequate range of examples and non-examples** - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.
- 10. Provide guided and supported practice** - In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
- 11. Require frequent responses** - Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.
- 12. Monitor student performance closely** - Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.
- 13. Provide immediate affirmative and corrective feedback** - Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
- 14. Deliver the lesson at a brisk pace** - Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.
- 15. Help students organise knowledge** - Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
- 16. Provide distributed and cumulative practice** - Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

LCCHS — A snapshot, 2015

INSPIRE BELIEVE ACHIEVE



The Lady Cilento Children's Hospital School (LCCHS) opened in December 2014 and offers quality educational programs for students of hospitalised families. LCCHS is a multi-campus site including: LCCHS Junior Campus Prep-Year 4 (located within the Salmon Building, Mater Hospital), LCCHS Senior Campus Year 5-12 (located on Level 8 of the new hospital), Herston Campus (catering for adolescents at the Royal Brisbane and Women's Hospitals, Adolescent Mental Health Classroom and CYMHS Day Program), Woolloowin Campus (catering for Pre-Prep students in conjunction with ACTforKids), Regional Hospital Teachers (offer professional and collegial support).

LCCHS has programs for students from Prep to Year 12 and includes students from the State, Catholic and Independent sectors. Our aim is to become a Centre of Excellence in Hospital Education by supporting all students' needs and to offer successful transition programs. LCCHS implements the Australia Curriculum and liaises with the student's base school to ensure continuity of education and assessment. A digital platform allows LCCHS to deliver quality educational experiences.

DET.900.007.0035



2015 School Priorities

- To build a culture of professional collegiality and a Professional Learning Community
- To develop a Whole School Curriculum Plan
- To develop a whole school culture for positive behaviour
- To ensure a consistent and explicit approach to reading and writing in learning areas and across all campuses

Semesters 1 & 2 2015

Number of students registered at LCCHS: 3159
Of these, students from State Schools: 2253
Students from non-State Schools: 672

P	Y1	Y2	Y3	Y4	Y5	Y6
244	235	223	257	254	217	229
	Y7	Y8	Y9	Y10	Y11	Y12
	230	214	246	285	413	122

Our students

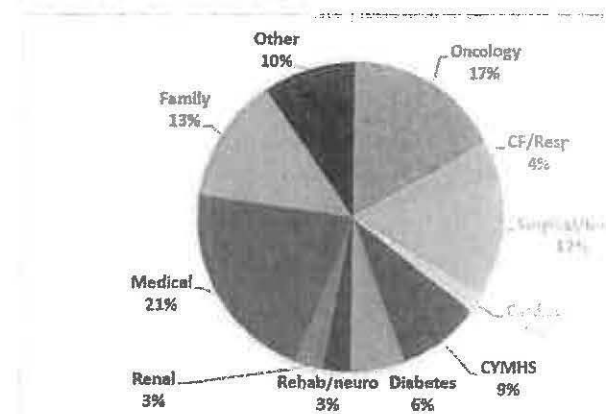
Students at LCCHS present with a range of medical, developmental, behavioural, emotional and mental health difficulties. Differentiation is our key and a feature of every teacher's practice. We nurture strong community partnerships within the hospital community, our students' families and base schools.

Educational programs at LCCHS emphasise literacy and numeracy learning while maintaining links with the student's base schools regarding progress levels, achievements and challenges. Information communication technologies are embedded in our learning and teaching.

We are part of the planning and filming of an onsite weekly Science program (Juiced TV) which is available to all patients in wards across the hospital on their Personal Entertainment System (filmed Tuesdays and edited by Thursday each week). We have formed strong partnerships with the Arts Program (Lynne Seear, Curator, LCCH)

2015 Student presenting conditions

Oncology	538
CF/Resp	126
Surgical/	379
Cardiac	63
CYMHS	284
Diabetes	190
Rehab/neuro	95
Renal	95
Medical	663
Family	410
Other	316



What we do

- plan and implement targeted teaching programs
- ensure continuity of educational programs
- support re-entry transitions to base schools
- contribute to student well-being and treatment by participating in multi-disciplinary teams
- reduce barriers to learning
- inclusive practices
- provide differentiation—individual learning programs
- support learning programs with base schools
- support schools with Professional Development
- provide students with educational pathway options.

Research (Vic)

There are 274 882 school aged children in Australia with a chronic illness severe enough to interfere with school involvement. Parents are very aware of the need for educational support. Identified areas of concern are:

- information about what was happening at their child's school during their absence
- the teacher showing an understanding of the illness and implications for learning
- support from classmates and teachers
- ongoing communication.

Source: 'What happens when they go home', RCH Education Institute Victoria: 2014

	English	Maths	Science	Humanities	The Arts/Technologies
Term 1	Dear Ed – Persuasive Speech Students will create literary responses to youth issues. They will formulate ideas and justify responses using evidence from a number of sources.	Number and Algebra/ Linear and non-linear functions <ul style="list-style-type: none"> • Four operations • Index laws • Scientific notation • Distributive law • Factorisation • Algebraic equations 	Life Evolves <ul style="list-style-type: none"> • Introducing evolution • Mapping evolution • Interrogating evidence of evolution • Researching key scientists and their contributions • Examining theories of evolution 	Finding Robin Hood – Medieval History Students will identify parts of medieval Europe and its society and infer ways it has influenced modern day culture.	Visual Arts – Line and Pattern Students will develop and refine techniques and processes to represent ideas and emotions in line and pattern. Technologies – Cooking Students will use kitchen technologies, processes and production skills to produce creative meal solutions based on needs.
Term 2	Big Voice – Protest Poetry Students will make decisions about representations in poetry and songs that affect society. They will identify the positions and representations of individuals and groups in song lyrics.	Measurement and Geometry/ Pythagoras and Trigonometry <ul style="list-style-type: none"> • Units of measurement • Perimeter, area and volume • Problem solving 	Chemical Reactions Matter <ul style="list-style-type: none"> • Investigating the first 20 elements • Investigating metallic nature of elements 1-20 • Investigating reactions of metals • Organising information 1-20 elements • Periodic Table- atomic structure 	It came from where? – Biomes and food security Students will recall the world's biomes and identify their features. They will draw links that threaten biomes and analyse and evaluate the ways food is collected and used in these biomes.	Visual Arts – Colour and Pop Art Students will conceptualise and develop representations of pop art themes and concepts to experiment with their developing personal style and reflect on popular artists. Technologies – Cooking Students will use kitchen technologies, processes and production skills to produce creative meal solutions based on different world cultures.
Term 3	If I ruled the world – Speculative Fiction Students will create speculative fiction texts. They will identify images and text and explain how they work together to inform audiences in a narrative text.	Real Numbers. Money and finance <ul style="list-style-type: none"> • Decimals, percentages, ratio, irrational numbers • Simple interest/ compound interest 	My Life in Balance <ul style="list-style-type: none"> • Discussing the requirements of life • Exploring the systems of the body • Examining interactions between systems • Recognising and maintaining homeostasis • Understanding the immune response • Applying understanding of the immune response to an Influenza case 	Join the party – Australian democracy and principles of justice Students will research the foundations of democracy and identify their rights and responsibilities as an Australian citizen. They will identify Australia's democratic processes and their role in them.	Visual Arts – Surrealism Students will plan and design artworks that represent artistic intention based on the works of the surrealist movement. Technologies – Sewing Students will undertake technology skills in sewing processes to design and organise a project. Media – Griffith Film School Students will develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style.
Term 4	Out of the box – Fictional Character Studies Students will evaluate characters in fiction texts. They will identify stereotypes in fictional texts and compare and contrast their features with real world experience.	Statistics, Probability and Data <ul style="list-style-type: none"> • Chance • Data • Mean, median, mode • Frequency, estimation • Range 	Global Systems <ul style="list-style-type: none"> • Earth's spheres • Discovering the spheres • Understanding interactions, climate and the biosphere • Understanding the effect of human impact Carbon cycle <ul style="list-style-type: none"> • Exploring the carbon cycle and human impact • Investigating climate change 	Don't sell yourself short – Personal budgets and building the business advantage Students will identify the constraints of personal budgets and analyse ways to control the expenditure of income. They will evaluate plans and personal budgeting of regular household expenses such as credit cards, mobile phone plans and internet usage.	Drama – Improvisation Students will improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape a performance. Technologies – Web page basics Students will develop an understanding of the interdependence of technologies development. Through undertaking technologies processes students will develop and design a web page for a specific audience.

Year Levels	7/8			
Term	1	2	3	4
Unit Topics	On Your Soapbox Students will investigate persuasive speaking techniques and the construction of motivational texts. They will analyse, prepare and modify persuasive texts in order to persuade an identified audience.	Little Voice Students will identify and reproduce poetic devices in modern poetry. They will identify beliefs, values and attitudes in modern song lyrics and evaluate their effects on youth.	Short Shorts Students will analyse the genre of short stories and identify discourses associated with their peers. Students will structure and organise narrative elements into their own short stories.	Breaking News Students will address perspectives and stereotypes presented in the news and media. They will investigate the common issues associated with these groups and evaluate their use.
Possible Assessment	Write and present a persuasive speech on an ethical issue facing teens. Conditions: 300 words, 1-2 mins.	Choose a modern song or poem that discusses an issue or perspective on an issue. Write a plan and research other viewpoints of that issue and be interviewed by a panel. Conditions: 1 page of notes, 5 min interview discussion	Write a short story from given stimulus around a chosen genre. Conditions: 300-400 words	Write an interview transcript for a person of a chosen stereotype in response to the issues their 'group' faces in the media. Conditions: 300 words, at least 10 questions
Core Curriculum Content Focus	<p>Language</p> <ul style="list-style-type: none"> • Texts become more complex when manipulating features such as topic sentences and paragraphs • Achieving modality through choice of verbs, adverbs, adjectives and nouns • Point of View is generated in speech through the use of specific features such as gaze, gesture, physical position etc. • Explain how rhetorical devices are persuasive and how meaning is developed through metaphor, irony and parody <p>Literature</p> <ul style="list-style-type: none"> • Identify and explore ideas and viewpoints represented in texts from different contexts • Compare how language is used to influence emotions and opinions • Understand, interpret and discuss how language is used to produce effect <p>Literacy</p> <ul style="list-style-type: none"> • Use evidence to support ideas in spoken texts • Use interaction skills when discussing ideas about a text • Plan, rehearse and deliver presentations • Explain how texts develop depending on audience and purpose 	<p>Language</p> <ul style="list-style-type: none"> • Understand how nominalisation affects meaning in texts and applies to new word formation • Speech conventions adopted by groups of people help form group identity • Speech and its features create social identities <p>Literature</p> <ul style="list-style-type: none"> • Reflect on ideas and opinions in literary texts and justify points of view • Explore how viewpoints in texts challenge the values of individuals and groups • Understand and explain how combinations of words and images represent particular social groups <p>Literacy</p> <ul style="list-style-type: none"> • Explain how texts develop depending on audience and purpose • Use prior knowledge to interpret texts • Use comprehension strategies to synthesise ideas 	<p>Language</p> <ul style="list-style-type: none"> • Texts become more complex when manipulating features such as topic sentences and paragraphs • Cohesion in text is improved through paragraph structures and the use of substantiative techniques. <p>Literature</p> <ul style="list-style-type: none"> • Compare how language is used to influence emotions and opinions • Analyse the parts of narrative texts and discuss their purposes and appeals <p>Literacy</p> <ul style="list-style-type: none"> • Explain how texts develop depending on audience and purpose • Compare texts structures and language features of texts • Plan, draft and publish texts 	<p>Language</p> <ul style="list-style-type: none"> • Speech and its features create social identities • Texts can be substantiated by intertextual references and sources • Explain how rhetorical devices are persuasive and how meaning is developed through metaphor, irony and parody <p>Literature</p> <ul style="list-style-type: none"> • Identify and explore ideas and viewpoints represented in texts from different contexts • Reflect on ideas and opinions in literary texts and justify points of view • Explore how viewpoints in texts challenge the values of individuals and groups • Understand and explain how combinations of words and images represent particular social groups <p>Literacy</p> <ul style="list-style-type: none"> • Analyse and explain the effect of technology on texts • Evaluate how references add support to a text
Resources	<ul style="list-style-type: none"> • YouTube clips of motivational speeches • Jacaranda Textbooks • C2C units Year 7 – 1 and 2 Year 8 – 8 	<ul style="list-style-type: none"> • Jacaranda Textbooks • C2C Units Year 7 – 7 and 8 Year 8 – 3 and 4 	<ul style="list-style-type: none"> • Short Shorts Collection Books • Jacaranda Text Books • ABC Short Story Competition Website • C2C Units Year 8 – 2, 6 and 7 	<ul style="list-style-type: none"> • Teen Magazines and News Programs • Jacaranda Textbook • Commercial Newspapers and Publications • C2C Units Year 7 – 3,4,5 and 6 Year 8 – 1

English Curriculum Map

Middle School

Year Levels	9/10			
Term	1	2	3	4
Unit Topics	Dear Ed Students will create literary responses to youth issues. They will formulate ideas and justify responses using evidence from a number of sources.	Big Voice Students will make decisions about representations in poetry and songs that affect society. They will identify the positions and representations of individuals and groups in song lyrics.	If I Ruled the World... Students will create speculative fiction texts. They will identify images and text and explain how they work together to inform audiences in a narrative text.	Out of the Box Students will evaluate characters in fiction texts. They will identify stereotypes in fictional texts and compare and contrast their features with real world experience.
Possible Assessment	Write and perform a script on a radio morning show. As either a shock jock or a call in listener, debate an issue affecting your local context. Conditions: 5 minutes	Annotate a song that has links to a community issue. And then present an argument in a personal essay in order to justify your own response to the song and issue. Conditions: 500 words	Write a short story in the science fiction genre. Making sure to include the themes of human condition and survival. Conditions: 500-600 words	Choose a real world hero and a fiction hero. Compare and contrast both heroes and present and make a decision about which one is more heroic to a panel of judges. Persuasive speech. Conditions: Multimodal 5 minutes
Core Curriculum Content	Language <ul style="list-style-type: none"> Standard Australian English is a living language and is evolutionary Abstract nouns can be used to summarise Identify how vocabulary choices contribute to specificity, abstraction and style Language can have social effects to empower and disempower People's evaluation of texts are influenced by their value systems Literature <ul style="list-style-type: none"> Reflect, extend, refute others' interpretations of literature Evaluate the social moral and ethical positions in texts Create literary texts Literacy <ul style="list-style-type: none"> Interpret, analyse and evaluate perspectives on an issue Apply an expanding vocabulary to read increasingly complex texts Create imaginative, informative, persuasive texts that create a Point of View Review edit and refine own and others work 	Language <ul style="list-style-type: none"> Authors innovate with text structure and language for specific purposes Refine vocab choices to discriminate between shades of meaning and effect on audience Literature <ul style="list-style-type: none"> Present an argument about a literary text based on initial impressions Explore, reflect on personal understanding of the human experience in texts Use and experiment with extended metaphor, metonymy, allegory, icons, myths and symbolism in various text types Literacy <ul style="list-style-type: none"> Listen to spoken texts constructed for different purposes and analyse their language Identify and analyse implicit or explicit beliefs, values, attitudes and assumptions in texts Create imaginative, informative, persuasive texts that create a Point of View 	Language <ul style="list-style-type: none"> Symbols, icons and myth in texts augment meaning Compare text structures, purposes and language features in different media Analyse and evaluate the effectiveness of a wide range of sentences structures and clauses Authors creatively use sentences for particular effects Literature <ul style="list-style-type: none"> Interpret, compare and evaluate representations of people and culture Reflect and discuss notions of literary value and why they vary according to context Analyse texts from familiar and unfamiliar contexts and discuss the appeal and evaluate their context Literacy <ul style="list-style-type: none"> Use comprehension strategies to interpret and analyse texts Create sustained texts in imaginative, informative or persuasive purposes Review edit and refine own and others work 	Language <ul style="list-style-type: none"> Analyse higher order concepts through language features Evaluate the impact on audiences of different choices of still and moving images Literature <ul style="list-style-type: none"> Explain how narrative viewpoint, structure, characterisation and devices shape interpretations and responses Explain how texts could influence audience responses Analyse, compare and contrast literary texts and make relevant and thematic intertextual connections Literacy <ul style="list-style-type: none"> Use software programs to publish texts Create sustained texts in imaginative, informative or persuasive purposes Review edit and refine own and others work
Resources	<ul style="list-style-type: none"> C2C Units Year 9 – Units 1,3 and 8 Year 10 – Units 3, 7, 8 	<ul style="list-style-type: none"> C2C Units Year 9 – Unit 6 Year 10 – Unit 4 	<ul style="list-style-type: none"> C2C Units Year 9 – Unit 4 Year 10 – Unit 2 	<ul style="list-style-type: none"> C2C Units Year 9 – Unit 7 Year 10 – Units 3, 8

Unit Overview – Persuasive Texts

Australian Curriculum			Possible Teaching Topics
Language	Literature	Literacy	In conjunction with English Strands
<ul style="list-style-type: none"> • Texts become more complex when manipulating features such as topic sentences and paragraphs • Achieving modality through choice of verbs, adverbs, adjectives and nouns • Point of View is generated in speech through the use of specific features such as gaze, gesture, physical position etc. • Explain how rhetorical devices are persuasive and how meaning is developed through metaphor, irony and parody 	<ul style="list-style-type: none"> • Identify and explore ideas and viewpoints represented in texts from different contexts • Compare how language is used to influence emotions and opinions • Understand, interpret and discuss how language is used to produce effect 	<ul style="list-style-type: none"> • Use evidence to support ideas in spoken texts • Use interaction skills when discussing ideas about a text • Plan, rehearse and deliver presentations • Explain how texts develop depending on audience and purpose 	<p>Genres</p> <ul style="list-style-type: none"> • Letters to the Editor • Motivational Speeches • Advertisements • Historical Speeches • Propaganda • Argumentative Essays <p>Core Processes</p> <ul style="list-style-type: none"> • Alternative, ideal and opposing readers • Gaps and silences • Text Features • Text production • Text analyses • Deconstruction and reconstruction
Possible Activities and Scope for Differentiation			Possible Resources
<ul style="list-style-type: none"> • Collage a poster identifying a target audience for a text. • Impromptu speaking – 1min on random topics • Identify all of the emotive language in a text and replace with other emotive language • Mad Libs • Highlight genre features in a text and identify its effect • Write a persuasive paragraph with specific vocab • Justify the context of a text and explain how the audience would change in a new context • Create a text for a specific product and an alternative target audience 			<ul style="list-style-type: none"> • YouTube clips of motivational speeches • Jacaranda Textbooks • Newspaper • Blogs • Literacy Planet • C2C units <ul style="list-style-type: none"> Year 7 – 1 and 2 Year 8 – 8

