

The policy statement is now supporting materials for principals' consideration. Further details of the changes from the policy statement originally published are outlined in **Attachment 3**.

10. Due to the contentious views associated with gender diverse and same-sex attracted students advice is sought on an appropriate release date for the Supporting Gender Diverse and Same-Sex Attracted Students at School: Considerations for Principals document.
11. It is proposed, as soon as final approval is received, the support material is made available on the departmental website under the Inclusive Education Policy Statement (available online at: www.education.qld.gov.au/schools/inclusive/index.html) rather than having an official launch date.

Implications

12. It is envisaged that there are no direct resource implications as a result of the development of this document. The document is to support schools in ensuring they are meeting their legislative obligations under the *Anti-Discrimination Act 1991* and promoting safe, supportive, inclusive learning environments.
13. Consultation has occurred with:
 - Legal and Administrative Law Branch;
 - a representative of Child Youth Mental Health Services, Royal Children's Hospital and Health Services District (a specialist in gender dysphoria);
 - representatives of Queensland Association of Special Education Leaders, Queensland Association of State School Principals and Queensland Secondary Principals Association;
 - principals who have students who identify as gender diverse or same-sex attracted enrolled at their school; and
 - EMB.
14. Feedback received from these relevant stakeholders has been incorporated.

Background

15. There have been various views about this issue, with some views that schools need to be more supportive of gender diverse or same-sex attracted students, and other views that are opposed to recognising these issues.
16. For example, *the Courier Mail* published an article in February 2013 stating that a University study has found Queensland has the most homophobic schools in the country, with more than 80 per cent of gay and lesbian students reporting bullying and that Queensland is the only state which does not have, or, is not developing, a policy according to the researcher (**Attachment 4**).
17. The Supporting Gender Diverse and Same-Sex Attracted Students at School: Considerations for Principals document will provide principals with the autonomy to be able to meet their legislative requirements through the provision of practical support material outlining the specific considerations that may be required when a student who identifies as same-sex attracted, transgender, or intersex, enrolls at their school.
18. The specific considerations addressed in the document have been questions raised by schools in recent times.
19. A review of the approaches used by other education jurisdictions (**Attachment 5**) and consultation with key stakeholders has occurred. The support document is based on strong evidence modelled by other jurisdictions and publically available information.

Right to information

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

Recommendation

That the Minister

- **note** that the Supporting Gender Diverse and Same-Sex Attracted Students at School: Considerations for Principals document (**Attachment 1**) was ratified by the EMB on 28 January 2014; and
- provide **advice** on an appropriate release date.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**




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

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

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Copy to Assistant Minister

Minister's comments

Action Officer Melanie White Principal Advisor State Schools - Operations Tel: 3237 0834	Endorsed by: ED Sharon Mullins State Schools - Operations Tel: 32245530 Mob: 47(3)(b) - Date: 2/10/2014 Public Interest	Endorsed by: Director Tom Jumpertz Legal and administrative Law Date: 14/3/14	Endorsed by: ADG Wayne Butler State Schools - Operations Tel: 3237 0157 Date: 6/03/2014	Endorsed by: DDG Patrea Walton State Schools Tel: 3237 0619 Date: 6/03/2014	Endorsed by: DG DETE Dr Jim Watterston Tel: 3237 1070 Date: 7/3/14
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Pages 4 through 13 redacted for the following reasons:

Sch. 3(6)(c)(i)

Released by DETE
under the RTI Act

Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: With Correspondence

Action required by: N.A

Routine – Response to the Honourable Glen Elmes MP

SUBJECT: DATA FOR PREMIER'S REPORT ON REMOTE INDIGENOUS SCHOOLS REQUESTED BY THE HONOURABLE GLEN ELMES MP, MINISTER FOR ABORIGINAL AND TORRES STRAIT ISLANDER AND MULTICULTURAL AFFAIRS AND MINISTER ASSISTING THE PREMIER

Summary of key objectives

- At the 28 January 2014 Cabinet meeting, the Premier requested a report on remote Indigenous schools following discussion of schooling issues at Doomadgee.
- The Honourable Glen Elmes MP, Minister for Aboriginal and Torres Strait Islander and Multicultural Affairs and Minister Assisting the Premier, has requested the Department of Education, Training and Employment provide 2008 to 2013 enrolment, attendance and National Assessment Program - Literacy and Numeracy (NAPLAN) data with additional School Census Day 2014 information on enrolment and attendance for 50 state schools/campuses and three non-state schools.
- Minister Elmes has also requested information about the community-school circumstances of the identified schools.

Key issues

1. DATSIMA identified the schools on the basis of enrolments of 70% and more of Indigenous students.
2. The following has been provided by the Department's Performance, Monitoring and Reporting branch and will be provided to Minister Elmes:
 - **Attachment 1:** A list of schools in Indigenous Communities for which education data is being compiled
 - **Attachment 2:** Local school-community links operating in the identified communities
 - **Attachment 2A:** 2008-13 Semester 1 Attendance by Indigenous Status: Selected Schools only with overall Queensland state school results
 - **Attachment 2B:** 2008-13 Semester 1 Attendance by Indigenous Status: Overall Queensland State School by year level group
 - **Attachment 2C:** 2014 Year to date attendance data (up to 13 March 2014): Select Schools by Indigenous State
 - **Attachment 2D:** Pivot table: Sum of student count
 - **Attachment 2E:** Enrolments at Selected Queensland State Schools by Indigenous status: 2008-13 (full-time students only)
 - **Attachment 2F: (Preliminary data only)** Enrolments at Selected Queensland State Schools by Indigenous status (full-time students only)

- **Attachment 2G:** Enrolments at Selected Non-State Schools Indigenous and Non-Indigenous (February and August 2008-13): Includes full fee paying overseas students 2008-13
 - **Attachment 2H:** Task 884 – NAPLAN for selected schools: Percent o Students at or above National Minimum Standard, 2008-13
3. Information on community and school links has been provided by the relevant regional offices.
 4. The Office of Non State Education (ONSE) was unable to provide background information on the community-school circumstances for the three non-state schools identified by DATSIMA — Our Lady of the Sacred Heart School (Thursday Island and Hammond Island), St Michael's Catholic Primary School (Palm Island) and Wadja Wadja High School (Woorabinda).
 5. ONSE discussed with DATSIMA about directly contacting the schools or their governing body for information, but it was agreed this was not appropriate.
 6. Minister Elmes has indicated that further consultation will be undertaken with the Department in order to prepare the report prior to providing it to the Premier.

Implications

7. There are no financial, media or legal implications.

Background

8. The *Doomadgee Action Plan* was provided to the Premier, the Honourable Campbell Newman MP by the Honourable Glen Elmes, Minister for Aboriginal and Torres Strait Islander and Multicultural Affairs, on 29 November 2013.
9. At the specific request of the Premier, there is a focus on attendance in the plan, in particular to *'ensure that students come to school, ensure that students stay engaged at school, and intervene when attendance is unsatisfactory'*.
10. It has not yet been ascertained whether action plans similar to the Doomadgee Action Plan will be developed for the additional identified schools.

Right to information

11. I am of the view that the contents of attachments contained in this brief are **not suitable** for publication due to the sensitive nature of the data and information.

Recommendation

That the Chief of Staff **note** the response, including data and information provided by the Department of Education, Training and Employment, for the Premier's report on remote Indigenous schools.

NOTED


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

2813 114

 Copy to Minister
Chief of Staff's comments

Please use Minister's signature to facilitate timely response.

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Pages 17 through 22 redacted for the following reasons:

Sch. 3(6)(c)(i)

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Briefing Note

Chief of Staff

Office of the Minister for Education, Training and Employment

Action required: For Noting

Action required by: N/A

Routine – Ministerial meeting will be held on 23 May 2014.

SUBJECT: 2014-18 QUEENSLAND REDS - FUTURE INDIGENOUS LEADERS PROGRAM FUNDING PROPOSAL

Summary of key objectives

- To provide background information regarding Queensland Rugby Union's (QRU) Future Indigenous Leaders Program (FILP) Funding Proposal.

Key issues

1. A Funding Proposal was received from QRU on 4 April 2014, seeking funding from the Department Education, Training and Employment (DETE) to support the expansion of the FILP.
2. The proposed funding of \$3 million over four years for an average of 230 students per year, could be used independently by DETE to target specific schools and students, to support the Department's strategic agenda of improved attendance, retention and educational outcomes for Aboriginal and Torres Strait Islander students.
3. The funding proposal does not have a research component embedded in the program.
4. The program is to be offered to Pacific Islander students as well as Indigenous students.
5. Lack of longitudinal data does not allow for any analysis of the success of the program that has been implemented at Cherbourg State School (SS) and Woorabinda SS.
6. Mr Tom Byrne, Director, Indigenous Schooling Support Unit (ISSU), Central Southern Queensland (CSQ) telephone 3436 6217 will be the Departmental representative for the above meeting.

Implications

7. Financial Implications:
 - a. Participation in QRU's FILP would potentially involve an annual contribution by DETE of \$750,000 over four calendar years from 2014–2018, totalling \$3 million.
 - b. The proposed program allows for the expansion of the program from 25 students to an average of 230 students across the four year program.
 - c. The average cost per participant per year is \$6,704.35.
 - d. Currently, State Schools Division has no funding available to support this initiative. A budget submission to the DETE Budget Committee would need to be made if this initiative was supported.
8. If the Funding Proposal is supported, the following implications may arise:
 - a. QRU's long term commitment to students through FILP may be a positive influence on improving individual students' attendance, retention, academic results and leadership skills.

- b. The expansion of a high profile program into urban, rural and remote areas of Queensland with high numbers of Indigenous students that would not be able to be provided by programs developed locally.
 - c. The final approval of the inclusion of schools in the program will need to be provided by DETE.
 - d. Principals will need to retain final selection of students to participate in the program to ensure that individual students participation in multiple programs does not negatively impact on the amount of time students are engaged in classroom learning.
9. If the Funding Proposal is not supported, the following implications may arise:
- a. As a major sponsor of FILP, Rio Tinto has previously received correspondence from the Minister (Ref: 13/387828) congratulating the company on launching the program and providing a quality program for Indigenous students. If the proposal is not funded, this may have a negative impact on future delivery of the program.
 - b. It is also likely that the program will not be expanded into other areas of Queensland.
 - c. There is most likely an expectation from current participating school communities (Morningson Island, Doomadgee, Yarrabah, Woorabinda and Cherbourg) that the Reds program will continue to support their students. Not funding the program will cause disappointment.
 - d. Contact with principals indicates their satisfaction with the Reds program and a desire for it to be funded. It will cause disappointment if the program collapses.
 - e. Student attendance is an issue in most of the communities and FILP aims to encourage student attendance, with some data indicating this has occurred. It may be seen that this is one of many initiatives in place to improve attendance and removing the program may not have major implications on student attendance.

Background

10. FILP is one of a number of programs implemented through the Queensland Reds Indigenous Program (QRIP).

Queensland Reds Indigenous Program

- 11. QRIP was established in 2010, and initially delivered to Morningson Island and Doomadgee communities with expansion to Cherbourg, Woorabinda and Yarrabah communities, to promote school attendance, achievement, healthy eating and an active lifestyle through sport, specifically Rugby Union.
- 12. A number of programs are implemented through QRIP, including community development programs, the Rookies2Reds School Attendance Program, Yarrabah State School Breakfast Club, Young Indigenous Leadership Program, Learn Earn Legend! Program and the Indigenous Employment Program.

Future Indigenous Leaders Program

- 13. QRU is specifically seeking DETE's financial contribution for the FILP.
- 14. FILP was developed throughout 2012 and implemented in 2013 at Cherbourg SS and Woorabinda SS to Years 6 and 7 students, to provide mentoring, guidance and leadership development as well as improving students' literacy and numeracy skills.
- 15. The program is aimed at youth aged between 11 and 15 years of age.
- 16. As students transition to high school, irrespective of the school, QRU is committed to supporting each student until they reach Year 11, where they will transition into the Learn Earn Legend! program.

17. FILP includes:

- a. 10 face to face visits to students from the QRU Indigenous Education and Employment Coordinator;
- b. eight SKYPE communications from QRU staff with iPad and internet access provided to the school by QRU;
- c. Attendance to and involvement at the St George Queensland Reds Indigenous round match;
- d. Attendance at two four-day Indigenous Leadership camps held each year;
- e. Parental induction programs; and
- f. Monitoring of students through the development of individual profiles and recording of student progress including school attendance and academic results.

18. The program is to be continually reviewed by key stakeholders through bi-monthly, quarterly and half yearly meetings.

19. The total annual cost to implement the program is \$1,542,000 (230 participants) averaging \$6,704.35 per participant.

20. QRU's contributions to total \$792,000 annually and include an investment of \$426,000 by QRU and a further investment of \$366,000 by QRU corporate partners.

21. During September 2013, incoming correspondence (Ref: 13/355933) was received from the General Manager, Media and Corporate Relations, Rio Tinto outlining Rio Tinto's involvement and support of FILP.

22. Subsequently outgoing correspondence (Ref: 13/387828) was forwarded to Rio Tinto, in which Principals of Worrabinda SS and Cherbourg SS acknowledged the value of the program.

23. Full details regarding funding contributions is outlined below:

Description	Total Annual Estimated Program Delivery Cost	Total Annual Investment by QRU	Total Annual Investment by QRU Corporate Partners	Total Annual Investment requested by DETE
Recruitment of participants	\$47,000.00	\$18,000.00	\$8,000.00	\$15,000.00
FILP Staff Costs	\$617,000.00	\$113,000.00	\$164,000.00	\$340,000.00
FILP Camps	\$333,000.00	\$83,000.00	\$80,000.00	\$170,000.00
IT, Communications and Promotion	\$87,000.00	\$64,000.00	\$8,000.00	\$15,000.00
Travel	\$162,000.00	\$54,000.00	\$38,000.00	\$70,000.00
Project Running Costs	\$302,000.00	\$94,000.00	\$68,000.00	\$140,000.00
Total (inc GST)	\$1,542,000.00	\$426,000.00	\$366,000.00	\$750,000.00

24. To deliver the program, QRU will:

- a. employ four full time specialist program officers across Queensland, with:
 - i. two officers based in South East Queensland focussing on both Indigenous and Pacific Islander students;
 - ii. the two remaining officers to be Indigenous focused and based in regional communities; and
- b. continue to encourage corporate partners to provide direct and in-kind support to the program.

25. It is anticipated that the program will be offered to students from the Logan, Caboolture, Thursday Island, Yarrabah, Weipa, Mornington Island and Doomadgee regions due to pre-existing infrastructure and programs located in these areas.
26. Feedback was obtained from the Principals of Cherbourg SS and Woorabinda SS on 23 and 24 April 2014 respectively.
27. Both principals indicated that the strength of the program and the decision for agreeing to implement the program at their school was based on the long term commitment by QRU to support students through to Year 11.
28. Feedback from the Principal of Cherbourg SS indicated that:
 - a. A specialised Reds Class was formed for 15 Years 6 and 7 students selected to participate in the program;
 - b. The students were selected on the basis of leadership potential with a focus on improving individual attendance rates;
 - c. Behaviour and attendance goals for students were established for individual students; and
 - d. Preliminary outcomes of the program at Cherbourg SS indicate that 100% of students (15 students) who were selected to participate in the program have improved their attendance during Term 1 2014 with seven students achieving between 93% and 100% attendance and with two of these students achieving 100% attendance rates.
29. The Principal of Woorabinda SS reported that:
 - a. 10 students, with the majority of students from Year 7 and the remainder from Year 6, were selected to participate in the program;
 - b. Of the 10 original students, two students did not complete the program and these students were subsequently replaced;
 - c. Students were selected on the basis of leadership potential based on feedback provided by teaching staff members;
 - d. In 2014, attendance and behaviour goals will be established for individual students to remain in the program;
 - e. QRU staff are very committed to the program and attend awards evenings and Year 7 presentations as well as providing in class support to students; and
 - f. Preliminary outcomes of the program at Woorabinda SS include an improvement in individual students' self-esteem and confidence through relationships with QRU staff, opportunities to participate in offsite camps, and students feeling part of a community broader than Woorabinda.
30. Letters of support included in the Funding Proposal are from:
 - a. Cherbourg State School;
 - b. Rio Tinto;
 - c. Australian Government – Department of the Prime Minister and Cabinet;
 - d. Leighton Contractors Pty Limited; and
 - e. Yalari.
31. The Indigenous Schooling Support Unit Central Southern Queensland (ISSU CSQ) has a youth leadership program, Indigenous Student Ambassador Network (ISAN) in partnership with Queensland University of Technology.

32. The program is funded through DETE sponsorship of approximately \$110,000 per year and supports approximately 50 students in 22 schools throughout the state including Kirwan State High School (SHS), Loganlea SHS, Chancellor State College and Atherton SHS.
33. Regions also support the support Indigenous youth leadership through the development of contextualised programs such as Indigenous Student Aspirations Program in North Queensland and Youth Constitutional Conventions held annually in Cairns, Townsville and Brisbane with wide participation.
34. These programs are funded through existing regional budgets.

Right to information

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

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under the RTI Act

Recommendation

That the Chief of Staff:

- **Note** the background information regarding the Department of Education, Training and Employment's participation in Queensland Rugby Union's Future Indigenous Leaders Program.

NOTED

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

/ /

Copy to Minister

Chief of Staff's comments

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Pages 29 through 38 redacted for the following reasons:

Sch. 3(6)(c)(i)

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Briefing Note

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

Action required: For Approval

Action required by: 29 January 2014

Urgent – Information requested to support Senate Inquiry is due to the Department of the Premier and Cabinet by 29 January 2014.

SUBJECT: SENATE INQUIRY INTO PREVALENCE OF SPEECH, LANGUAGE AND COMMUNICATION DISORDERS AND SPEECH PATHOLOGY SERVICES

Summary of key objectives

- To seek the Minister's approval for the release of the Department of Education, Training and Employment's input to the Queensland Government response to the Senate inquiry into the prevalence of speech, language and communication disorders and speech pathology services (**Attachment 1**). The Department's input is due to the Department of the Premier and Cabinet (DPC) by 29 January 2014.
- Note the Department's commitment to supporting students with speech, language and communication disorders to access a high quality education.
- DPC is to lodge the submission by 21 February 2014 with the Community Affairs References Committee. The Committee is due to report to Federal Parliament by 27 March 2014.

Key issues

1. The Australian Government Senate Standing Committee on Community Affairs is conducting an inquiry into the prevalence of speech, language and communication disorders and speech pathology services in Australia.
2. The Terms of Reference for the inquiry are:
 - a. the prevalence of different types of speech, language and communication disorders and swallowing difficulties in Australia;
 - b. the incidence of these disorders by demographic group (paediatric, Aboriginal and Torres Strait Islander people, people with disabilities and people from culturally and linguistically diverse communities);
 - c. the availability and adequacy of speech pathology services provided by the Australian Government, state and local governments across health, aged care, education, disability and correctional services;
 - d. the provision and adequacy of private speech pathology services in Australia;
 - e. evidence of the social and economic cost of failing to treat communication and swallowing disorders; and
 - f. the projected demand for speech pathology services in Australia.
3. The Department is only able to provide a response to Part C of the Terms of Reference as the Department does not collect prevalence or incidence data on communication disorders across its students (Parts A and B of the Terms of Reference).

4. However, the Department does collect data on the communication disorders of those students who receive services from departmental speech-language pathologists. This would reflect the communication difficulties that have the most impact on access and participation in schooling but would not be a reflection of prevalence of communication disorders in school-aged students. As this data may be of value to the Senate inquiry, it has been included in the departmental response.
5. The Department recognises that speech language and communication disorders may impact on student learning outcomes and is committed to ensuring all students, including students with speech and/or language needs, can access and participate in high quality education.
6. Education Queensland provides speech-language therapy services for the broad group of students with special needs in communication enrolled in state schools or registered for Early Childhood Education Programs and Services. These services are not dependent on the child's eligibility for inclusion in the departmental category of speech-language impairment.
7. In 2012, 17,161 state school students received a speech-language therapy service provided by Education Queensland speech-language pathologists. This equates to 3.4% of the total state school population enrolments.
8. Some students who have significant educational support needs arising from their severe, ongoing, primary speech-language impairment may meet criteria through the Education Adjustment Program, which provides schools with additional targeted resourcing to support the implementation of reasonable adjustments. Approximately 0.4% of the total student population meet departmental criteria in the category of speech-language impairment.
9. The Queensland Government committed an additional \$10.9 million over four years for speech-language pathologists in Queensland state and non-state schools. For the state school system, this represented approximately 30 additional speech-language pathologists positions from 2013 to support students who face learning challenges.
10. As at 13 January 2014, there were 183.9 full-time equivalent Education Queensland speech-language pathology positions provided by the Department. It is not known how many positions are available in the non-state schooling sectors.
11. The Catholic education sector provides direct and indirect speech pathology services to support eligible students in schools based on diocesan priorities. Services align with those provided by therapists in the state schooling sector.
12. The Independent sector has one school, The Glenleighden School which specialises in support for students with a Primary Language Disorder. Staff at Independent schools have access to professional development activities relating to speech language and communication difficulties, while direct services to students in the classroom may be provided by other service providers.

Challenges

13. The current demand for speech-language therapy services is greater than the level of services available. As a result, the Department requires schools to prioritise speech-language therapy services to assist with the management of excessive caseloads. These prioritisation processes are a principle-based framework.
14. The introduction of prioritisation processes has allowed schools to target speech-language therapy to most effectively meet the identified needs of students in and across schools within the available resource.

15. Education teams and individual schools, together with specialist support personnel, determine whether a student requires speech-language therapy. Parents are important members of the education team and if they have concerns about their child's access to therapy services, they should discuss this with the school principal.
16. Ongoing challenges for the Department also include episodic vacancy of speech-language pathologists, particularly in rural and remote areas of Queensland.

Implications

17. There are no financial, legal or media implications.

Background

18. Communication is essential for learning, literacy and numeracy development, interacting with others, participation in all class and school activities, and positive self-esteem.
19. Students with special needs in communication include:
 - students who experience communication disabilities that arise from intrinsic factors such as developmental factors, the presence of impairment (speech-language, physical, hearing, vision, intellectual or multiple impairments or autistic spectrum disorders), other special needs (as in areas of attention or memory), and many other factors;
 - students who experience communication difficulties that arise from extrinsic factors such as limited opportunity to communicate, a mismatch between the language, dialect or communication style used at home and at school, and many other factors; and
 - students with oromotor functioning disabilities in eating, drinking, swallowing, saliva control and speaking.
20. Speech-language pathologists have specialist knowledge related to:
 - speech sound production;
 - phonological awareness;
 - understanding language;
 - using words and sentences to convey ideas; and
 - how language is used as a tool to interact socially with others.
21. The focus of speech-language therapy services is to enhance students' educational programs and outcomes. Speech-language pathologists contribute to students' educational programs by:
 - planning with teachers to provide classroom activities to enhance spoken language competencies;
 - advising on the spoken language prerequisites for literacy and numeracy development and strategies to assist students to develop these;
 - advising parents about speech and language development and how they can assist their children to develop spoken language competence;
 - assessing students' communication development and skills;
 - identifying students with speech-language impairment according to departmental criteria;
 - providing intervention programs to support students with special needs in communication;

- determining the communication requirements of classroom activities, resources and assessments and advising on modifications to support specific student needs;
 - working collaboratively with the education team to support students' positive behaviour;
 - advising on the use of technology to support communication;
 - providing support for students who require augmentative and alternative communication systems and strategies; and
 - providing support and strategies for students with oromotor difficulties including students with eating and drinking difficulties and swallowing disabilities.
22. All Education Queensland speech–language therapy services align with departmental guidelines.
23. The Department provides a financial contribution to a number of not-for-profit organisations, through the Non-School Organisations Program and the Special Needs Organisations Program, to provide direct and indirect support to eligible students in all Queensland schools. Funded organisations such as the Let's Talk development hub, Cerebral Palsy League and Autism Queensland have expertise in providing direct support to the student in the classroom. These organisations work collaboratively with parents and schools to help improve access, participation and enhanced educational outcomes for eligible students.
24. Parents may also purchase services from not-for-profit organisations and private speech pathologists.

Right to information

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

Recommendation

That the Minister:

- **note** the information regarding the Senate Inquiry into the prevalence of speech, language and communication disorders and speech pathology services in Australia and the Terms of Reference for the Inquiry;
- **note** the Department's commitment to supporting students with speech, language and communication disorders; and
- **approve** the release of the Department's contribution to the Queensland Government response to the Senate Inquiry to the Department of the Premier and Cabinet (**Attachment 1**).

NOTED



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

27/1/14

Copy to Assistant Minister

APPROVED/NOT APPROVED
 ENDORSED/NOTED

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



28/1/14

Minister's comments

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