

Ashleigh Edwards

From: Leah Andersen
Sent: Thursday, 25 February 2010 4:12 PM
To: 'c.wyatt-smith@griffith.edu.au'
Cc: [Cont]@griffith.edu.au'
Subject: People's Question Time - questions for tomorrow

Hi Claire,

Yesterday we spoke about the panellists seeing questions before the discussion tomorrow. Unfortunately it's been advised that this is no longer possible.

The concern is that showing questions to all panellists - including the Premier and Minister - would affect the integrity and accountability of the People's Question Time process, something which the government is doing its utmost to maintain.

I can however tell you that the types of questions received that would be relevant to you are those about:

- Teacher practicums
- Teacher training
- Teacher preparedness for classrooms
- Debates around year 7 entering secondary
- University curriculum for trainee teachers.

The independent moderator is pulling the program together and will be choosing questions that give a broad coverage of the topic and ensure a lively and interesting discussion about education issues.

Don Wilson is available for a chat should you have any concerns about this.

My sincerest apologies for any misunderstandings.

Kind regards,
Leah

Leah Andersen
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Email: leah.andersen@premiers.qld.gov.au

Please consider the environment before printing this email.

Ashleigh Edwards

From: Leah Andersen
Sent: Thursday, 25 February 2010 4:17 PM
To: 'director@qcec.catholic.edu.au'
Cc: Contrary to F
Subject: People's Question Time

Hi Mike,

In the briefing notes I previously supplied I mentioned that all panellists will see a copy of the questions before tomorrow's discussion. It's been determined however that this is no longer possible.

The concern is that showing questions to all panellists - including the Premier and Minister - would affect the integrity and accountability of the People's Question Time process, something which the government is doing its utmost to maintain.

The independent moderator is pulling the program together and will be choosing questions that give a broad coverage of the topic and ensure a lively and interesting discussion about education issues.

Don Wilson is available for a chat should you have any concerns about this.

My sincerest apologies for any misunderstandings.

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Ashleigh Edwards

From: Leah Andersen
Sent: Thursday, 25 February 2010 9:18 AM
To: 'Erin O'Brien'
Subject: People's Question Time
Importance: High
Attachments: Session-1-notes.doc; PQT-session-1-run-sheet-260210.doc; Session-1-Questions-Moderator-250210.xls

Hi Erin,

Please find attached:

- Notes for the first session. After you've put the program together, let me know if you need a second opinion on anything -- for example, the intro and closure text. I'm more than happy to help.
- Run sheet (still being finalised).
- Spreadsheet of questions received via the website.

I will also send through shortly a spreadsheet of emails from the audience. About 8 audience members have submitted a question.

Can I please ask a favour. The panellists have asked if they can see a program of questions to be asked. They are concerned there will be technical questions for which they won't know the answer, but would like to be prepared for. I think it's fair that they see questions beforehand, but without knowing who the question came from and who it will be directed to.

Is it possible to receive a list before the end of the day of what questions will be included? Even if it could be narrowed down to 30 or so questions that would be great. Let me know if that's possible.

In the future I will endeavour to give you more time to prepare -- I wanted to give you 2 full days but unfortunately we were left with limited time for inviting questions, so had to extend until midnight last night. I hope I'm not leaving you short of time!

Thanks,
Leah

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People's Question Time 2010

Briefing to audience

- Introduce yourself as the moderator
- Ask to switch off your phones during the session.
- No cameras are permitted in the audience.
- We're hoping to get through as many audience questions as we can today, but as you know not all questions can be put to the panel in the one hour timeframe.
- When it comes time for an audience question, I'll say your name and ask you to ask the panel your question. A microphone will be passed to you. Once you've asked your question please hand the microphone back to the holder. If you'd like to add something to your question please raise your hand and wait for the microphone.
- At the end of the session, please remain seated until the panellists have left the room.
- I'm going to handover now to Adrienne who is going to establish where guests who will potentially ask questions are seated, so we know where to take the microphone.

Comment [jbm1]: Erin, do you want people to be able to expand on their questions? It works quite well in Q&A. Your choice!

Introduction to session

- Welcome to the first People's Question Time in Queensland, which is brought to you by the Queensland Government and is broadcast by the Queensland University of Technology.
- Today's discussion is on the 'Future of education in Queensland'.
- Introduce yourself as the moderator.
- This webcast is being streamed live to the web at www.qld.gov.au/questiontime. While the discussion is taking place, the audience watching online can continue to submit questions.
- Acknowledge traditional owners of the land
- Introduce panellists around the table (Claire, Anna, Geoff, Mike, Margaret)
- Throw to Premier to hear why the Queensland Government is holding this People's Question Time

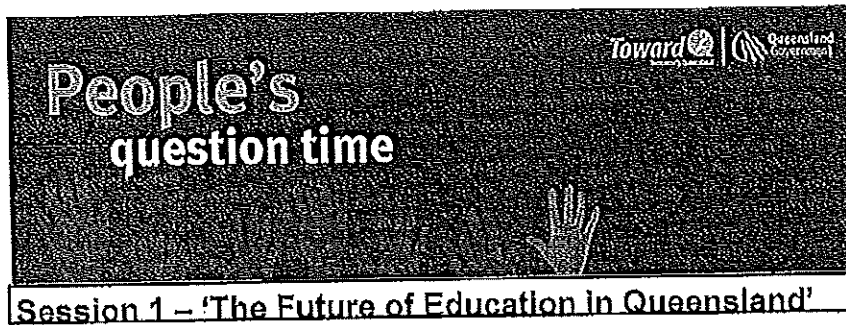
Comment [jbm2]: I'm confirming today whether this does need to be included.

To include during the session

- Erin, can the first question please be directed to the Minister for Education or to the Premier? These may help to ease the other less-experienced panel speakers into the session.
- Please include a message at intervals such as for our audience watching People's Question Time online at www.qld.gov.au/questiontime, don't forget to submit your question if you haven't already. If you can tell me roughly when this will happen we may be able to time it with a graphic onscreen showing the URL.

Closure to session

- That's all we have time for.
- Thanks to our live audience, online audience and to our panellists today.
- The Premier Anna Bligh, are there any closing remarks from you?
- Remember to go to www.qld.gov.au/questiontime after this session to download the full video, transcript and podcast.
- Check the website regularly for details about the next People's Question Time, and you can join the mailing list to get People's Question Time news and announcements.



Event name:	People's Question Time	
Event date:	Friday 26 February 2010	
Event time:	12pm to 1pm	
Venue:	The Gibson Room (Z Block, Level 10, Room 10/64) QUT Gardens Point Campus	
Guests:	20 education stakeholders (school representatives, heads of education groups, teacher representatives etc); and 20 QUT academics and students (education, business faculties).	
Moderator:	Erin O'Brien, QUT Associate Lecturer in the School of Justice, Law Faculty Queensland University of Technology	
Panellists:	Anna Bligh – Premier and Minister for the Arts Geoff Wilson – Minister for Education and the Arts Margaret Black – State President, Queensland Council of Parents and Citizens' Associations Mike Byrne – Executive Director, Queensland Catholic Education Commission Professor. Claire Wyatt-Smith – Dean of the Faculty of Education, Griffith University	
Seating order: (left to right, facing audience)	Erin O'Brien Claire Wyatt-Smith Anna Bligh Geoff Wilson Mike Byrne Margaret Black	
Panel	Premier Anna Bligh	<p><u>Transport</u> Car to Z block level 2 entrance.</p> <p>Avril Harris (Events Coordination, Department of the Premier and Cabinet) to meet at car/building entrance at 11.30am.</p> <p>Professor Tom Cochrane (Deputy Vice-Chancellor, Technology, Information and Learning Support) to meet at lift.</p> <p>Contact on the day</p>

		Avril - 0421 634 855
	Minister Geoff Wilson	<p><u>Transport</u> Car to Z block level 2 entrance.</p> <p><u>Cont</u> (Department of Education and Training) to meet at building entrance at 11.25am. <u>Contrary to Public Interest</u></p> <p><u>Minister's contact</u> lba</p>
	Margaret Black	<p><u>Transport</u> Walk to Z Block, level 2 entrance, QUT. QUT officer to meet at 11.15am.</p> <p><u>Contact on the day</u> Margaret - <u>Contrary to P</u></p>
	Mike Byrne	<p><u>Transport</u> Walk to Z Block, level 2 entrance, QUT. QUT officer to meet at 11.15am</p> <p><u>Contact on the day</u> Mike - lba</p>
	Claire Wyatt Smith	<p><u>Transport</u> Drive to the garphouse, QUT. Car park required, To meet at Z block level 2 entrance.</p> <p><u>Contact on the day</u> Claire - lba</p>
Staff:	<p>DPC/DET</p> <p>Communication Services/Events Leah Andersen 0467 807 681</p> <p>Trisha Roe: 0448 949 196</p> <p>Avril Harris: <u>Contrary to Public Interest</u></p> <p>Adrienne Marrone: phone lba</p> <p>Premier's advisors Jessica Collins: <u>Contrary to Public Interest</u></p> <p>Don Wilson: lba</p> <p>Website/backend</p>	QUT

	<p>assistance Blair Ryan (Online Communications): 0429 490 330</p> <p>Leigh Dixon (ICT): 0448 138 587</p> <p>Question compilation (DPC office) Michael Billinghamurst (to be confirmed)</p> <p>Forwarding questions/printing onatte (QUT): Sharon Bailey: phone tba</p> <p>DET: Contrary to Public In</p>
Project contact:	<p>Leah Anderson Project manager, People's Question Time Communication Services Department of the Premier and Cabinet Ph: 3224 4095 Mobile: 0457 807 581 Email: leah.anderson@premier.qld.gov.au</p>
Venue contact:	<p>Contrary to Public In</p> <p>Team Leader, Communications Team Division of Technology, Information and Learning Support Queensland University of Technology Ph: 3138 1180 Mobile: Contrary to Public In</p> <p>Email: Cont @qut.edu.au</p>
Moderator contact:	<p>Erin O'Brien Associate Lecturer School of Justice Faculty of Law Queensland University of Technology Ph: 07 3138 7103 Mobile: Contrary to Public In</p> <p>Email: erin.obrien@qut.edu.au</p>
Event setup:	<ul style="list-style-type: none"> • Panel tables (skirted in white) – QUT • 3 x water jugs and 6 glasses on table – QUT • Place cards on table – QUT • Theatre style for 60 people - QUT • 3 x cameras QUT • Still holding slide to be used on camera – QUT
Reserved car parks:	<p>1 x confirmed</p> <p>Names and registration numbers to be provided to Cont</p>
Catering:	

Security:	Cont Queensland University of Technology Gardens Point & Caboolture Campus Ph: 313 81468 Fax: 313 86011 Email: Cont @qut.edu.au Web: http://www.fmd.qut.edu.au/security/
AV contact:	Cont (07) 3138-2116 Contrary to Public Interest Cont @qut.edu.au
Attire:	Professional attire. Note: there is a red set background, so panellists should avoid wearing red, purple.
Media:	Premier's Media Unit to manage onsite Anticipated print and television media
AV contact:	Cont (07) 3138-2116 Contrary to Public Interest Cont @qut.edu.au
Travel details:	DPC staff to travel by foot Panellists etc. to be coordinated for arrival by Leah Andersen
Gmail access:	Account 1 - Question filter Sharon Bailey to access during event (with Don Wilson). Email/account login: Cont Password: Cont Account 2 - Moderator Erin O'Brien to access during event. Email/account login: Cont Password: Cont
Take onsite:	Banners x 1 (in Cont office) Folders for questions (if print outs are needed)
Guests	To be confirmed BOE Thursday 26 February.

Comment [ln1]: Same as last time?

RTI RELEASED

Run sheet -- Friday 26 February 2010

Time	Action	Who	Resources/notes
10am	Leah Andersen arrives at venue.	Leah	
11am	Other DPC staff arrive at venue.	Adrienne Avril	
11am	Moderator arrives at venue. Meets at Z block, level 10	Erin	
11am	Guests begin to arrive and register. Guests are given name tags. Cross check list of guests who haven't signed permission form and ask them to sign. Collect any additional questions. Some guests hand in questions, which are given to moderator.	Leah Cont	Name tags Guest list Spare permission forms Spare question forms
11am	Photographer arrives at venue	Michael Marston	Note ensure anyone on camera has signed permission form
11am	Cont arrives at venue.	Cont	
11am	Sharon Balley arrives.	Sharon	
11.08am	Erin and Sharon practice question receiving.	Erin Sharon	
11.10am	Michael forwards test email from the office	Michael	
11.15am	Extra DPC staff arrive at venue	Trisha Filly	
11.15am	Moderator enters green room as first panellist arrives.	Erin	
11.15am	Margaret Black arrives. Met by QUT staff member.		
11.15am	Mike Byrnes arrives. Met by QUT staff member.		
11.15am	Claire Wyatt-Smith arrives. Met by QUT staff member.		
11.25am	Education Minister arrives. Met by DET's Cont	Cont	
11.35am	Premier arrives. Met by DPC Avril Harris.	Avril Harris	
11.40am	Guests enter room to be seated.	Leah Cont	
11.40am	Fill in seating plan of where guests asking questions are sitting (for AV/microphone holder)	Adrienne ? AV tba	Seating plan
11.40am	Department photographer takes panel photos inc moderator.	Michael Marston	

11.45	Lapel microphones are fitted to panellists and moderator. (Erin fitted first).		
11.45am	Media enter venue.		
11.47am	Moderator returns to Gibson Room. Moderator introduces herself to audience, explains basic rules/info.	Erin	
11.52am	Moderator stands to side, ready for panellists to enter.	Erin	
11.50am	Usher goes to Green Room, gets ready to lead panellists in	Leah	
11.54am	Panellists enter room, are seated. Moderator takes her seat.	Panellists	
11.55am	Michael logs in, ready to forward questions	Michael	
11.55am	5 minute call		
11.59am	1 minute call		
12noon	Moderator opens the session. Introduces the Minister and each of the panellists by name and title.	Erin	
	Moderator passes to the Premier for 30 second to 1 minute opening speech about People's Question Time.	Premier	
12.03pm	The moderator asks the first question, which will be directed to the Minister or the Premier.	Panellists	
Until 12.58pm	Panel discussion continues, with various questions put forward. Each panellist will speak as one of 5 panel members answering and discussing questions.	Panellists	
12.58pm	Moderator closes discussion.	Erin	
1pm	End of broadcast		
1pm	Premier and panellists leave the venue. Option to return to green room - 15 mins. Or Premier, Minister and panellists leave via lift.		
1.05pm	Guests leave		
1.05pm	Media leave		
1.10pm	Staff debriefing at venue.	DPC/QUT	
1.15pm	Clean up	QUT	
1.30pm	Post event comms activities	DPC	
4pm	Receive video, audio	QUT	

4pm	Receive transcript	DPC	
4.30pm	Video, transcript podcast uploaded	DPC	
4.45pm	Email sent to Vision 6 mailing list.	DPC	

RTI RELEASE

Anonymous

Anonymous

When Qld decided to have Inclusive education everyone said that significant support would be available to teachers who have children with disabilities in their classes. I have only been teaching 3 and a bit years and even in this time the support is being reduced all the time. How do you expect teachers to do their job well and improve student outcomes for the majority of the class when they have to spend so much time on behaviour issues with children who have disabilities?

I am not against inclusive education but my ability to do my job well is compromised and I am left not only drained daily but distressed for these children in my room with disabilities. Then I worry about the other children and how their learning is affected by this reduction in support.

Contrary to Public

1. Why is Physical Education a KLA subject in primary school where students get a grade - half these PE teachers don't even know the kids names and what is more they have them for 30min a week. Even less when swimming is on! Gee when students get A's and B's for all other areas for outcomes and effort and then C's for PE what does this tell you!!! Disgusting!
2. With most careers and jobs these days involving computers and computer skills - why are students not taught typing from Year 1. This is a life long skill that can be used anywhere!!!
3. Bring back mystery inspectors - those that walk into classrooms unannounced and watch teachers in action!! I wonder how many would gain an A for performance?
Teachers are the future of our society and where our children will head - by having performance inspectors who walk in announced and do assessments etc, we will in Qld end up with just the best teachers!!!
4. When does the national curriculum go into action throughout Australia?
5. When are we going to get 'Special Needs Teachers' who extend those children who are beyond the curriculum of their 'age grade'?

Contrary to Public Inter

Research has clearly shown that the development and wellbeing of students with disabilities are more likely when they are included in regular schools. How are you ensuring that your inclusive policies are not just rhetoric and that good inclusive practices are happening in all schools?

Contrary to Public Interest

I'd be intrigued to hear from the Education Minister during the People's Question time on 26 Feb his thoughts on what is being done to improve the standard of teaching in Queensland state schools. From my second-hand understanding, there are too many mediocre teachers that rest on their laurels without fear of losing their jobs. At best, a principal can look to transfer a teacher but this takes time and causes prolonged ill feeling within the school during the process. As an expat Brit, I would be keen to see an equivalent to OFSTED and Her Majesty's Inspectorate of Education (HMIE) to keep teachers on their toes and continually challenged. I know a lot of expat British teachers or Australians who

have taught in England who regard the level of teaching standards and accountability in this State to be unacceptable.

On a separate point (in an ideal world) I would also suggest the starting wages for teachers should also be dependent on previous business experience too. I recently considered retraining to become a teacher but the prospect of starting on such a low wage has kept me from doing so.

To clarify my actual questions. What is being done to raise the accountability of Queensland teachers? Will we see the equivalent to OFSTED or HMIE in this State in the near future?

Contrary to Public Interest

My question is in two parts and is to the Premier, "Does the Bligh Government ever expect to pay off the State Debt? If so, how can the people of Queensland have any confidence that this will happen given that the State Debt is still increasing?"

Contrary to Public Interest

What is being done to raise the accountability and standard of Queensland teachers? Will we see the equivalent to OFSTED or HMIE in this State in the near future?

Contrary to Public Interest

How can all adolescents feel valued, supported & accepted, to reach their full potential, when the age of consent for all Qld teenagers is not the same. [straight 18, gay 16] It is sad that Qld continues to send the message that its gay youth is not equal to its straight youth. Another complication that Qld adolescents have to deal with at a very overwhelming time in their lives, an issue of basic human rights that their southern counterparts do not have to even think about.

Contrary to Public Interest

As an employer, I seek young staff with a basic understanding of communication skills.

What specific modules are being taught in our schools in relation to communication skills?

Contrary to Public Interest

If year 7 students go to high school, will the school be required to keep them in a different area of the school to the higher grades? I think this should be a requirement to enable the students to settle in without the added worry of bullying, and name calling by the upper grade students.

Contrary to Public Interest

Teachers complain more and more, that there isn't enough time in the day to teach all that is required of the education department. If time wasn't wasted on teaching another language, it could be spent on teaching the basics of English and Maths. Students are leaving school not knowing how to spell and add up.

This is what I want my kids to learn, not another language, which they will never use in everyday life.

Contrary to

Unknown

Why does QLD need to have a different education structure (Primary years Prep-7 then Secondary 8-12) to that of the other States? Is this something to do with daylight savings and other such strange QLD'isms?

Why can't we all share a National education format that would not penalise children and parents that have to move interstate during their child's education. This would also give school leavers a better spectrum of National University courses to choose from without fear of being behind the 8 ball.

Contrary to Public

I am continually coming across teachers who just 'can't be bothered' or 'don't have the time' to help students when they are having problems understanding the work. Isn't this what their job is? To Teach? I would like to see the teaching requirements raised so we get better educated teachers, who actually take an interest in their students, and care about helping them.

Contrary to Public

A great majority of students beginning grade 7 don't yet know the facts of life. As many parents believe they are too young to know at that age. Will it be taught in school once they get to high school?

Contrary to Public Interest

School-based programs that target self-esteem and resilience have been shown to decrease violence, aggression and bullying in schools. Studies have also shown increases in on-task behaviour in the classroom and decreased time spent on classroom behaviour management. Some schools run programs such as Paula Barrett's Friends for Life Program voluntarily. Given the increase in violence in schools and the proven benefits of these programs, I was wondering if you had any intentions of introducing these programs into the curriculum.

Contrary to Public Interest

Research has clearly shown that the development and wellbeing of students with disabilities are more likely when they are included in regular schools. How are you ensuring that your inclusive policies are not just rhetoric and that good inclusive practices are happening in all schools?

Contrary to Public Interest

How is it possible that a student from a state high school can get a much lower OP score than a private school student obtains a high OP yet, at uni, the state school student does much better than other private school students on multiple

occasions? What is the government doing to ensure that the OP system remains fair?

Contrary to Public Interest

How is it possible that students in high schools are still using science labs which haven't been renovated or improved in over 40 years or are forced to sit in classrooms which have had no improvements made to them for over 30 years (e.g. air-con). There doesn't seem to be many state of the art teaching facilities in many of the local high schools. Why are the state of classrooms left to deteriorate? What is the government doing to improve the facilities in all state schools across the state currently and what is being planned for the future? How does the government plan to keep schools in Queensland competitive against other schools in other countries?

Contrary to Public Interest

Are you aware that under the current Queensland OP system, student's results can be affected by the results of other students in their school. This is so widely accepted that schools regularly take to advising their lower achieving students to 'not necessarily attend' the QCS exams. When will the flaws in this system be rectified and when will students be able to receive the final marks that they have worked to achieved? Simplify this system and make it fairer than it is because it has affected the tertiary options for so many. (See results for Contrary to Public Cont 2009 for an example). What is wrong with state wide final exams where student's actually receive their own mark?

Contrary to Public Interest

"The overwhelming weight of evidence supports a relation between the thermal environment and academic achievement and student behaviour. Temperatures in excess of 25 °C have detrimental physiological effects which, in turn, decrease mental efficiency, work outputs and performance."
(http://www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest/schooling_issues_digest_building.htm)

While Queensland State Schools in the South-east corner swelter in +35°C temperatures and high humidity in the summer months, will the Queensland Government be actively addressing this health, safety and performance issue as identified above by the Australian Government Department of Education, Employment and Workplace Relations website. Alternatively, can we be assured that politicians and policy makers will be turning up their air-conditioned offices to +35°C during the Queensland summer months?

Contrary to Public Interest

Given the extreme shortage of teachers currently being experienced in the subjects of maths, science and technology education, how does Education Queensland and the current government expect to address this issue? Do we as State need to look at our tertiary education facilities and the rapidly declining education student numbers?

Contrary to Public Interest

To improve children's behaviour, development and discipline, I am working on a interactive web-based self development program that works on children's self control, self esteem, self direction, self love. It is split up between 3 ranges of age groups, how do I go about getting assistance and approval for use in schools by the education department?

Contrary to Public Interest

Why on earth would we want to send our children away any earlier then we have to?

Also, why would they want to go when in year seven they will be the leaders of the school?

I will have my say but the government is going to bring it in anyway.....

Contrary to Public Interest

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Contrary to Public Interest

I would like to know why the government is allowing the childrens commission representatives to only visit foster carers in Toowoomba once every two months instead of once a month? (As well as other cuts) I am told this is because of the increase in children coming into care in the area and the lack of funds to cover this. Is the government cooling off on its commitment to be seen as protecting children after the Royal Commission? Some carer like myself cope well with advocating for the children and looking after children to a high standard however there are other carers that do not care for the children as well and these need monitoring. I am appalled at these cut and would like the government to ensure children's safety by taking the necessary action to see the cuts are not made.

Contrary to Public Interest

as a professional in the area of Early childhood care and Education, I would like to ask why Government at all levels fail to acknowledge that here is where the foundation is laid for every further level of learning. the level of 'Quality' here directly impacts a child's development and sets the stage for ALL future Education. The area of Early childhood care and Education is left abandoned, to

low wages, degradation and exclusion, a majority of female employees often exploited as are many others working in 'CARE' Industries. Early Childhood care and Education is the shame of this nation. When will it be fixed?

Contrary to Public Interest

If a young child requires speech therapy, it comes under the jurisdiction of Community Health until they start their Prep year, but it does not come under the jurisdiction of the Education Department until the child starts Grade 1. Which Department is responsible for speech therapy while a child is in their Prep year?

Contrary to Public Interest

Owing to the fact that Prep is not compulsory are we not going to have a bigger gap in our Education system as you are going to have some children entering grade 1 with 12 months advancement on the ones that have not attended? How is this gap going to be compensated for?

Contrary to Public Interest

How will disbanding the South West Region and resulting sporting events help to encourage and support our young rural people in their efforts to achieve success in areas where long distance travel and lack of facilities are already a major issue?

And, being that a large section of our rural community send their children to boarding school, how will the move to incorporate year 7 into high school affect the economics of these families as well as the social well being of these young people who will be 6 months younger again than previous generations sent away from their homes?

Contrary to Public Interest

Hello, I have heard bits and pieces of rumours about fast tracking teaching studies to 6 weeks. There are hundreds of teacher aides on the Sunshine Coast alone out of work or only able to get a few hours here and there in schools. Why not give those people the opportunity to gain teaching qualifications using their existing experience and qualifications to fast track them. Or better still, put a full time teacher aide in all prep, Grade 1 and 2 classes to assist the teachers we have and so that by the time our children reach grade 3 any problems are already picked up and being addressed. I am a qualified teacher aide working in an office in a factory because I could not get enough hours in a school, and when I did get hours it was 1/2 hour with one child, then 1/2 hour with another. It is a ridiculous system that does not work!

There are so many of us wanting to work, but need full time, or at least regular set hours.

Teachers need help teaching, children need more than 1/2 hour with a teacher aide. The teacher aide is meant to aide the teacher by doing the extra stuff and letting the teacher concentrate on teaching.

My daughter is not classed as "special needs" or "needing an Aide", however she struggles with certain areas of her class work and the teacher has not had time to

sit with her and explain things. If there was an Aide in the class she would have a better chance of getting some help with the things she does struggle with.

Contrary to Public Interest

The future of Education needs to include environmental sustainability within all schools, as well as a complete education on the subject. Is this something that will also be addressed in the future?

It needs to happen now - the kids are willing and open to looking at their environment, how we can live better and cleaner, and wanting to save their world for their own futures!

Contrary to Public Interest

While the government has good intentions with improving education in the state and holding schools accountable for their results - is the premier aware the private schools are now requiring parents to submit their child's year 5 NAPLAN results and then only taking the cream of the crop students in the school no matter how long you have had your name down at the school. This is the school's kneejerk response to reporting of schools results and nobody wants to be associated with any children who aren't already achieving. Will this put pressure on the state school system?

Contrary to Public Interest

How can we ensure that speakers of foreign languages, particularly refugees, and children who have experienced some traumatic life experiences are catered for well with ongoing support so they can be active participants in the education process and in our community after?

Contrary to Public Interest

I recently did some work with a group of students who ran a cafe at their local high school and they really seemed to embrace a dose of real life business logic and problem solving to improve their 'business'. Because small business is such a large contributor to our economy, I would like to see more business studies classes in high school focus on teaching students real life entrepreneurial skills so they might see starting or buying a business as a valid career option.

Contrary to Public Interest

Has the Minister considered the positive impact reducing class sizes to 15 would have on the education of our children. I am sure if costed the figures would make sense. Savings made in remedial work, counselling, teachers stress leave, teacher resignations, could be used to offset the increase in the budget line item teachers wages. In addition, the full employment of the graduates completing their teaching qualifications would a) save on the welfare benefits they need to collect while remaining unemployed, b) allow them to plan their lives and commit to a career in teaching rather than feel they are treated as on/off contract fodder and c) ensure the knowledge transfer from the experienced teachers (vital when considering the large cohort of experienced teachers who are due to retire in the

next 5 to 10 years). If infrastructure costs are marshalled as an argument against this plan, at least consider the option of having the same number of classrooms, with the 30 plus children in them, but resourced with two teachers in a team teaching alliance.

Contrary to Public Interest

If the QLD government wishes to promote excellence in learning, why are QLD students who study only Science and Maths subjects, in addition to English, precluded from the Australian Student Prize by the QSA selection criteria because their excellence in achievement is in a narrower band of field placings than other students?

Contrary to Public Interest

Whilst I know the above youtube has its own agenda, it does raise some interesting points about the sort of knowledge and capabilities our children will need in order to navigate the future. Surely today's education should be valuing and promoting in our children such things as creativity, problem solving, critical thinking, and focus on meaning making and children's theories and authentic assessment. NAPLAN results seem to be your primary focus, and the curriculum is becoming narrower. How will this rather narrow view of education outlined in your green paper enable them meet the demands and challenges of the future?

And what of self-directed learning and enabling children to be responsible? The focus on 'discipline' would seem archaic and not linked to seeing children as capable competent people. I do applaud the emphasis on early childhood and qualified early childhood specialists though.

Contrary to Public Interest

I have grave concerns for regional areas regarding the consideration for Year 7 to be attached to high school. Your paper acknowledges the challenges for regional communities - but will you consider these challenges and be responsive, or is it one size fits all?

Taking school children as an example, already 180 of children have to travel to receive a secondary education and 70 of these are children who have to leave their families to attend private school. The result is disconnected young people, disconnected families, disconnected communities. Under your proposal children will be forced to leave their families at an even younger age.

Why aren't you valuing 'middle schooling'. This should be a focus for you, research overwhelming shows how important it is. Why not set up middle school supports rather than a quick fix focus on aligning with other states? WA and SA are typically superior in their educational decisions. Why aren't they putting Year 7 in high school?

And, really what is the point of the Green paper when children in can't even get to school when it rains heavily due to flooded roads, and are travelling 2-4 hours each day in order to receive an education?

We invite you to come and take this bus trip with our children? How tired would you be

doing this day
after day? Despite many letters and emails Anna Bligh has not ever made a
personal reply
and neither her or Geoff Willson will consider the needs of our community.

Contrary to Public Int

I teach at a wonderful state government school and fortunately my children also
were able to enrol there. The school has built itself a
wonderful reputation of being a disciplined school, great teachers and caters for
many students. This has come from a lot of hard work from administration and
teachers. Because of this, our enrolment numbers have jumped through the roof
with literally no room for students. The problem lies within the catchment area.
We have surrounding us in a 5km radius 3 other state high schools and 4 primary
schools where enrolment numbers are dropping. How does education
Queensland decide on catchment area? What measures has Education
Queensland taken to fix the problem in other schools to ensure they have
discipline and effective teaching? It seemed to have work in our school, why not
others???

Contrary to Public Int

How can Queensland kids expect to get an education that is equal to students in
other states when their teachers are not paid equitable salaries?
Isn't this sending a message to the kids in Queensland that their education is not
as highly valued?
How can Queensland claim to be the smart state with the lowest paid salaries for
teachers in Australia?
Why aren't all teachers in Australia paid at the same rate?
Don't all Australian children deserve to have the best education and the best
teachers we can offer them?

Contrary to Public Int

What provisions will be made for children who are unable to attend Preps. Will
they be offered pre-writing / reading tuition when they enter Year 1? I think it is
totally unprofessional for a parent to be presented with a sheet of letters and told
to teach a child to write.

Contrary to Public Int

A few months ago having queried the total lack of respect, the most unpleasant
attitudes of students to teachers and vice versa, I was horrified to be informed by
a Vice Principal of a Queensland High School, (in earnest) that the teachers are
employed at the school to 'Babysit' and 'Entertain'. This teacher considered these
were the two most important factors of high school education.
When I see the lack of discipline by teachers and parents - the ill considered
remarks, the disgusting and ungrammatical language, the swearing and bad
dress of many high and some primary school children nowadays, I feel there is
little room for positive hope for our future.

It's more than time to find solutions and ways to encourage children to better themselves, to want to learn and to become responsible, productive and happy adults.

One way is to restrict their television viewing and use of Internet to only educational subjects. Many children don't have access to internet. It's time the government makes available many centres where children CAN use the internet freely for their schooling and where there is some supervision.

Perhaps retired teachers can be used in such places after school for a few hours each day and weekends?

In my day, the strap, the smack, the cane, deprivation of anything enjoyable, grounding for a

week, no pocket money, even solitary confinement were the punishments metered out to

unruly children. These are no longer utilised and OH how much I would love to slap some

young people who think the world owes them a living. It's time to do something about this -

In fact it might be too late ... at least discussion between parents and educationalists

should take priority if we are going to make a change.

Contrary to Public Interest

What is the future role of school leadership in Queensland schools? What actions are planned to ensure increased professionalism in the leadership of our schools? How is the reintroduction of the Inspectorate as outlined in the Green Paper designed to increase the professionalism and accountability of school leadership? What approach to merit-based selection is envisaged for the future?

Contrary to Public Interest

Many of the NAPLAN results I viewed online were not the outcomes I would like to see in our schools. I know Literacy and Numeracy results can be improved with effective programs, up-to-date resources and professional development for teachers as I have already achieved this.

Will the Education Department use these results to drive improved outcomes for all kids in Queensland because without good Literacy and Numeracy skills school for many kids is difficult, frustrating and disappointing?

Contrary to Public Interest

1. Given the importance to Queenslanders of the Australia-China economic and strategic relationship, does the Bligh government plan to implement compulsory Chinese (Mandarin) as part of the curriculum for years 3 to 8? If so, when can we expect to see this commence?
2. Given the importance to Queenslanders of the Australia-China economic and strategic relationship, does the Bligh government plan to fully utilise the current technological infrastructure of Distance Education in Queensland to deliver Asian Language curriculum and teaching to senior secondary students across Queensland, where Chinese Teachers are not available? If so, when will this be offered to students.

3. Given the strategic and economic importance of Asia to Queensland's future economic and population growth, what is the Bligh government doing to promote Asia Literacy amongst young Queenslanders and establish Asia-engaged schools across Queensland?

Contrary to Public Interest

Well might the government say 'future education in QLD'. I struggled through the education system in the 1950's with a mediocre pass. The government then changes the weights & measures to a metric system that I CANNOT comprehend no matter how hard I try. I am now illiterate. What can the government do for me?

Contrary to Public Interest

Males are currently being pushed out of the professions as you can see in the below linked web page, due to the way the education system is set up in Queensland.

<http://boyseducationaustralia.blogspot.com/2009/10/boys-are-discriminated-against-in.html>

The two major policies that need to be put into place in our education system are:
1. The mandatory use of synthetic phonics to teach children of age 4-5 to read. A corresponding law to this effect needs to be passed and education material provided or at worst recommended.

2. Subjects (apart from the SAT) taken as a part of the Queensland Certificate of Education, need to have an option to be assessed by exam only. Thus a student must be given the choice to be allowed to have a subject assessed by a combination of coursework and exam, or exam only. If assessment is by exam only, it could be split into two parts. This method of assessment is used in the Cambridge IGCSE's which are taken around the world including private schools in Australia and help with gender neutrality in performance.

Contrary to Public Interest

Why doesn't the government consider a funding/staffing model for schools which allows schools to identify constantly disruptive children and in consultation with their parents put these children into classes of about 15 students with two teachers to monitor behaviour and to improve their learning opportunities. Meanwhile the classes full of those children who want to learn can progress with fewer disruptions and perhaps more students per class to compensate for the extra funding required. It is important that any student initially allocated to these smaller classes is able to, upon demonstrating a set of required improved behaviours, return to a "mainstream" classroom.

Anonymous

Unknown

I'm writing a question on behalf of our P & C Association. It's not really an education matter, but we are an extremely active and important organisation at our school. We are about to upgrade the school playgrounds and there are regulations requiring 'special' sand for playground areas. We have to purchase it from 250km away. How are we suppose to raise enough money when the sand will cost us \$968.00 and the transport a further \$1815.00? This is just 1 truck

load. I understand we need regulations, but time goes by and the wind blows leaves in it and children throw sticks and rocks in it and prickles grow and animals get in it. We are receiving 3 truck loads and it will cost our P & C \$8349.00. What else could we use this money for??

Anonymous
Unknown

Do you think that assisting with air conditioning classrooms in those schools that would have preferred that choice would have been of more advantage than a new hall and library? We are a small rural mining town in Central Qld. and have difficulties in maintaining teaching staff. This extra comfort would bring better achievements from the students, would contribute to better behaviour in class and would make teaching in 40 deg heat much more comfortable for the teachers. Our school spends much of its maintenance budget on keeping the existing breezairs running and other maintenance issues are not able to be repaired.

Contrary to Public Interest

My son with Down syndrome has recently entered [redacted] Contrary to Public Interest [redacted]. The success of his transition has in no small part, been due to the amazing attitude and dedication of the team of staff who have planned meticulously for his inclusion into the school of 1600 students. Would the minister please consider looking at the inclusive philosophy and practices in operation at this school, and perhaps adopt their strategies as a basis for a model for successfully including students with disabilities in mainstream high schools across Queensland? (A submission document detailing our experience is available upon request)

Contrary to Public Interest

I would like to know why ALL Queensland classrooms are not air-conditioned? I find it ridiculous that the Government seems to put a lot of money towards places like South Bank, yet our children are expected to go school and learn in sweltering classrooms.

Contrary to Public Interest

According to the recently released Education Green Paper "A flying start for Queensland Children" the government now recognises that parents and families are a child's first teacher and parents can play an active role to support the Government's work in the early years. Due to the recent explosion of researched information related to Social, Emotional and Early Years Brain Development what plans has the Queensland Government got, apart from the Statewide Reading Awareness Campaign, to help and support all parents of children (0-5) to share and understand the current research findings to improve the social, intellectual and physical outcomes of all Queensland children?

Contrary to Public Interest

Are there plans to ensure that all Queensland students have an opportunity to succeed in LOTE in the future?

Contrary to Public Interest

Why has Queensland adapted a restrictive and blatantly discriminatory approach to determining readiness for starting school; that Why is the "Smart State" not able to recognise that all children are different and develop at different levels; NOT all children can be placed under a restrictive, blanket, conservative and regressive approach to starting their education journey?
Why does the current Education policy determine that if a child's birthday falls just after June 30 in a particular year then they, regardless of their personal readiness, may only begin their own Education journey at the same time as others who may be 11 months younger? (Other states also have a pre-determined date as a guide for school readiness BUT the final decision is made by the parent/s and principal.)

Contrary to Public Interest

Question One Can a teacher aide be provided in every primary classroom for a substantial amount of time, as the presence of a paraprofessional instantly increases the scope of provision for the differentiated needs of the students within a class?

Question Two Has the provision of an additional adult in each classroom been considered as a means of reducing poor behaviour, and its impact on the class as a whole?

Contrary to Public Interest

Why would you think that by putting Year 7 children into high school, would bring us into line with other states when our Prep does not teach our children anything like the other states? Prep in Qld teaches our kids how to socialise, cut out, glue & colour-in. Prep in NSW & Vic teach their kids reading, writing & arithmetic and is equivalent to our Year 1.

Contrary to Public Interest

Unknown

What is the governments plan to reduce the impact of Special Education Unit (SEU) students on regular class proceedings now that they are integrated in normal classes, while still delivered adequate support to the SEU students tailored to their individual needs?

It is widely reported that these students are providing a high impact on the teaching load due to the increased behavior management required from teachers for these students, preventing teachers from delivering the required educational content within time constraints.

This is most prevalent in schools with exceptionally high numbers of SEU students, such as low socio-economic areas such as the Logan region in SE Qld. Classes in these areas often have multiple SEU students with a range of needs (II, ASD etc.) in each classroom.

Contrary to Public Interest

A report from the Australian Sustainable Built Environment Council says that greenhouse gas emissions in Brisbane are set to increase 75% in the next 30 years. They also said that Brisbane's public transport system will be "significantly less efficient by 2041". How can this be possible at a time when we're warned to reduce emissions or severely disrupt the world's weather patterns, and why have I been under the apparently false hope that public transport in the Brisbane could only get better?

Contrary to Public Int

1. Regarding Reduction Of Bullying (a); Grandparents (i.e. the grey army/Senior Citizens Clubs) to be supervisors in school-grounds to assist schools where the grounds-duty "norm" is only 2 teachers for 200 students. When told to report bullying both my children and (now) grandchildren have been firmly told by teachers to "Go away!". With 200+ students complaining, I can understand a teacher's tolerance could be worn down. But, this is NOT good enough if we truly want to stamp out bullying. I believe the extra pair-of-eyes would help greatly reduce bullying. With use of numbered, double-sided books (like Raffle Tickets) and by using the same "orange, red, green" light system as tuck-shops, supervisors should be giving bullying-students the three-coloured warning slips on the spot and his/her name then written on the other slip. At end of each break the used-slips are handed into the office for recording on each students records (If not sure which child is to blame, give BOTH kids a warning slip). Grandparents to be checked through a Blue-Card system, & free training provided.

2. Regarding Reduction of Bullying (b); DON'T allow children from higher grades to play with children in lower grades. I had an experience of an older, Grade-3, well-known bully who couldn't get along with his OWN peers, began mingling into my grandchild's Grade-1 peers. He took a dislike to my grandchild, and convinced other Grade-1 students to turn against my grand-child who never had a problem until this incident. When I reported my 5 year old grandchild had threats of assault, to the acting principal, he passed it off because, he said he asked my grandchild who stated there was no problem. This "stupid" person asked my grandchild "IN-FRONT OF THE BULLY". Thus, my grandchild was too frightened to say anything!!! Not till after continuing for SEVERAL DAYS (and, upon my insistence when grandchild was daily coming home in tears [plus, threat of legal action should my grandchild be harmed]) did the Act/Princ. watch the kids, and caught out the bully. Thus, making him play with his own grade.

3. Regarding Reverse-Racism Of Ethnic Related Schools; Again, you teach your child to report bullying, only to be told by teacher to "go away". There should be EQUALITY in treatment of bullying. At present my grandchild is being given detention, but the ethnic child is not. The only reason given was that the ethnic child is given more leniency because they came from a war-torn country. Well, they are NOT in a war-torn country now, and didn't their parents come here for a new life, due to the lack of equality back home? If these children are not held accountable (as all bullies should be) they will grow up thinking they will always be given leniency on the grounds of their ethnicity. But, if sheltered by excuses as children, then, they will be held accountable by Law, eventually as adults, which will be cause for a much more painful experience. If we want to teach true

equally, the school-grounds should be a "microcosm" of how the real-world works.

4. Regarding Avoidance/Alternative to Student-Suspension; Parents given the option to attend class with student in those subjects in which they are weak, and/or are having behaviour problems in. Currently, parents allowed into Primary, but not Secondary school. Presently, kids on suspension are joking about it to one another how they are getting out of school. And, due to laws about parents unable to punish kids, and their work commitments to keep a roof over the head of children -v- staying home with them, parents could be asked to sit-in to better understand the student/teacher problem; plus, due to peer pressure, no kid would want to be publicly shamed if they knew parents were to attend their class for a day/week. It would be less stressful for parents who cannot afford to spend many weeks-off from work; this way, they can apply for short-term holiday-pay/sick leave which will work out to be for a shorter time period than full suspension which should only be for very serious offences. Parents to be checked through a Blue-Card system.

5. Regarding A National Writing System; Create a "STANDARD" system across all states/schools to help problems kids face being shifted from state to state/school to school due to parents shifting, or work commitments, etc. Plus, it becomes very difficult for parents who have been raised on one system, to struggle learning a "second" system when helping their first-born children. Only to find in a few short years they need to re-learn a "third" system by the time younger children start school. This is happening in the life-span of most parents today. If kids/parents are going through this, how can they struggle with the added burden of homework? No wonder our kids grades drop!

6. Regarding National Grades Standard; Why should kids who hav transient parents for work/family reasons constantly have to be forced to repeat for no reason other than they change states? (i.e. southern-educated 14 year old Maryborough student, currently in Grade 7).

7. Regarding Monthly 15 min Parent/Teacher night; parents to attend at beginning of the school year for all new subjects; to better understand what the students is expected work load commitments; thus involving the parents to better understand their child's education agenda, and better commit to improving their children's homework.

8. Regarding The Widening Gap In Advanced Technology Between City/Country; Reduce the differences in city and country education system by making advances of technology more widely-available in country. Currently, country kids forced to travel to another school to study how a library system works because no access readily available to them at present, thus limiting their capabilities to compete with their city-peers in secondary school and later, the workforce. This major failure causes country kids to get further behind. Possible solutions are:- (i) Make a COUNCIL MOBILE LIBRARY available to smaller country towns on a weekly basis. Ahead-of-time, each country teacher contacts the library, and tells staff "this is the subjects we are studying this week." OR, (ii) use an existing community hall/centre as a library which is in contact with a major centre with regular upgrades to the smaller one. Presently, country kids who have to travel longer distances by car/bus. These kids who have a difficult travel schedule (a)

cannot keep up with their homework; (b) cannot go to library before/after school to find study books. Or, (c) are forced to use their lunch hour which then limits their social/physical interaction with their peer groups.

9. Again - Regarding The Widening Gap In Advanced Technology Between City/Country; make advances of technology wider available. (i) Make faster internet access available in country towns where there is no available library. Or, supply these country people with FREE Wireless broadband. Plus, (ii) local halls could be computer-financed to include student-computer-access. Again, local senior citizens/Work 4 the Dole parents could be called upon to assist running it.

10. Regarding Full-time Reading Recovery Program ;Needs to be fairer across the board between city/country. For example, Reading Recovery Program available full-time at Geebung whilst only part-time at Maryborough Central. Yet, both schools have SAME amount of students. Why is that? Isn't this discrimination??

11. Regarding "Free Tank Water Grant"; where no town water is available, small country-schools need be offered the FIRST OPTION above all others (i.e. ~~contrary to~~ knocked back TWICE, even though sole reliance is on tank water; final completion after 2.5 years from first request! Plus, gutters which are the main catchment for tank water were severely rusted; thus, reducing their main supply of water intake). AND, due to safety reasons (i.e. duty of care) they should be given a separate tank in case of fire - particularly, those who have no fire station.

12. Regarding Groundsman Hours; Where a school has a huge amount of snake problems, why can't these schools be offered an alternative to the current 3 hour grounds-person? For example, ~~contrary to~~ groundsman works 15 hours for sake of school kids, but only get paid for 3 hours! If not, couldn't another larger school LOAN/SHARE their groundsman for a few hours a week? (sitting on my daughter's stairs, at the bottom of the ~~contrary to~~ school in the early hours of the morning, I saw a huge snake - so big that it's head was moving "above" the patch of school-grass which was high enough at the time to hide a fully-grown kangaroo). This is aggressive JAIPAN area, whose bite can kill a grown man in just 30 minutes. there would be no time for even a helicopter. Plus, (if not already available) couldn't these people be given a ride-on mower to reduce their work-load? Years ago, I recall the death of a young girl by a talpan in school grounds. So its a real, probable, existing danger.

13. Regarding Handling In Typed-Work, since more/more poorer families moving West, please stop unfair/discriminatory punishment of students as not all parents can afford a computer in many homes-especially country kids. And, where dial-up is the only access available, some have tried and find it takes 15-20 minutes to download one page at a time. Then, there is the constant problem of "drop-out", and time wasted for the internet to come on-line once again. These kids have already had a long day of school and travel so it's very tiring for them. It's even worse where there is more than one student. Particularly, since both primary and secondary are creating further and further dependance on internet homework.

14. Regarding Reduced Tuck Shop Parent Support; Due to reduced parent involvement with our two-parent working-class society, why can't single-parents on Work 4 the Dole be given the opportunity to gain valuable skills for employment in the food/services industry? Particularly, those parents on low incomes who have long travel commitments. Parents to be checked through a Blue Card system & training provided, and certified for employment purposes.

15. Regarding Food Supervisor Fee; Shouldn't POORER schools be reimbursed the \$140, as they don't have the same tuck-shop service on offer as do larger schools which make more profit? Also, problem exists here (I) when Food Supervisor is unable to attend/sick for an event. Why can't the Food Supervisor put into place a "Policy and Procedure" manual into place for each different event for others to follow, in case he/she is away on the night? Plus (II) Because it's extremely difficult for a small school to come up with in the first place if a school pays \$140 for Food Supervisor and he/she leaves "prior" to end-of-year why should the school have to pay ANOTHER \$140 fee?

16. Regarding "Volunteer Day" Celebrations; Tuck-shop workers should also be recognised and allowed to share in the celebrations. - I.e. isn't it possible that for one day of the year that caterers (who are Blue Carded) - deliverers could do the work so these hard-working volunteers can join in? Plus, couldn't P&C members also be included in the thank-you for their free labour/time?

17. Regarding New P&C Chairpersons; Shouldn't it be mandatory for new chairpersons (in particular, the Treasurer) to take P&C training for each position? These courses could/SHOULD be easily available to do from home, on a computer-based program (I know the books are already in existence).

18. Regarding Retention of P&C Members; It is understandable, due to today's heavy work commitments and larger families on the increase, that fewer parents are coming along to P&C meetings. Therefore, two solutions (I) involve the grey-army to join meetings. Plus; (II) since there is about 8-9 P&C meetings a year, why not offer parents who attend five (5) of those meetings an ATTRACTIVE, FREE, LOCAL BUSINESS "coupon book" - for mums, please include dinner-for-two and (cheap) holidays with/without kids. And, for dads in-particular, include male-appealing things such as camping/fishing, etc. to increase the male numbers in meetings.

Contrary to Public Interest

Item 1

Does the panel agree that expulsions and suspensions are acceptable? If not, would they consider that additional resources should be allocated by the Education Department to address underlying reasons for unacceptable behaviour rather than later even more community resources have to be used by the Minister for Justice to deal with people in this category?

(Background)

Expulsions and suspensions are legitimised by Education Minister Geoff Wilson as acceptable practices. The first may contradict the legal requirements of

compulsory education and the second only gives teachers respite without addressing the reasons underlying the suspension.

Consider the Grade 5 boy suspended for half a term and allowed to return on a graduated basis the following term. I was asked to tutor him for 20 hours. Within 10 minutes I found out he could not read. I had him read his first book in 3 weeks. While doing an interactive maths exercise, when required him to think before responding, he showed that he was a perfectionist, responding to encouragement and a challenge.

Imagine the frustrations of this child wanting to succeed but anchored by his inability to read, something not picked up by his government mentor nor probably by his teachers. Impulsive by nature, he vented his anger in a violent manner. Suspension in this case gave him the opportunity to correct some underlying causes but this was a fortuitous rather than an intended result of the suspension.

Item 2

Does the panel agree that the six week teacher training program will be effective? What do they think of this alternative? If high calibre people are wanted, then a sufficiently high salary tailored to attract the desired personnel should be offered rather than the one-pay-scale-fits-all which is the norm in most schools? Would Geoff Wilson consider applying for one of these positions? As an ex-lawyer, he fits one of the requirements.

(Background)

The six week training program recently announced aims to attract graduates in areas where there is a shortage of teachers, such as economics, law, science and maths. Does Education Minister Geoff Wilson seriously think that high performing professionals who are successful in their careers and are recognised as such by commensurate salaries are going to accept a \$60 000 salary for the altruistic purpose of engaging with disadvantaged students who do not value education. For this type of student, it is not academic knowledge that matters. It requires a special type of personality and people who have a profound knowledge of educational psychology and the motivations of atypical students.

Anonymous
Unknown

The emphasis is always on teachers. When are teacher aides going to be recognised for the valuable contribution they have in students' learning and behaviour management? e.g. guaranteed hours in band 5 schools.

Contrary to Public Interest

Is the Premier aware that Creationism is being taught under the guise of Religious Education in some Queensland State Schools? Is it not time for Religious Education to either be left to parents, or to be education about religions, rather than a time slot for a particular religious organisation to have access to our children? How does your Government plan to approach the provision of Religious Education to children attending State Schools in the future?

Contrary to Public Interest

In recent time the focus of curriculum development for primary and secondary schools has shifted from the state and territories to the federal arena (specifically

ACARA). Development of documents and curriculum materials seems very ad hoc and unplanned with a mix of subject syllabuses and Key learning area syllabuses being developed for some areas but not others?!? No big picture plan or framework seems to be established for the determination of what should or shouldn't be addressed as part of a balanced and holistic new curriculum for Australian schools. At this stage there is much concern that no Design and Technology key learning area document or curriculum has been suggested for development. This curriculum area currently covers five subject areas in the secondary school curriculum in Queensland schools. Business studies, Home Economics, Agricultural studies, Industrial Technology and Design, and Information and Computer studies. If no document is developed in this area, then these subjects will quickly become disenfranchised and eventually be lost from the curriculum (this is already occurring with the closure of some facilities in these areas in secondary schools across regional Queensland). Already courses that produce teachers in these areas have been cut or discounted in many universities (eg Griffith university). With no long term future universities are not offering these courses and people are understandably reluctant to train in those courses that do exist. Can Queensland (or Australia) continue to prosper without students who have an interest in business, design and innovation, manufacturing, agriculture and computers? At the moment areas like history ARE being developed and it seems likely that we will have a lot of students with specialist interests in History but none with an interest in these more practical areas of the curriculum. A lack of attention to these areas in recent years can be traced directly to the skill shortages we suffered in Queensland and Australia, and has the potential to limit development in areas such as mining and infrastructure development for Queensland. Is Education Queensland prepared for the retrenchment of so many teachers as part of their workforce planning? Is Queensland ready to import all of its skilled workers from overseas while we focus on areas such as history education? Is the Government aware of this fundamental problem and if so how might it be corrected? PS. Does Education Queensland (ie Central Office - Curriculum Branch) have educational personnel with knowledge and understanding of these curriculum areas? To my knowledge not a single specialist officer with specific curriculum knowledge of these areas still operates in EQ?

Contrary to Public Interest

1. Why is the Government so intent on demoralising teachers and downgrading those children in Public Schools?
2. Does the Government know and recognise the inequities in the "My School" testing scheme?
3. Does the Government know that the children in Queensland are younger than children in other states when those tests are given?
4. Is it true that the Government is trying to help parents to make a decision to send their children to private schools based on those results? If so I could almost accept that, but what a lot of repair work the Government has to get teachers and parents onside.

5. Can the Government really think that by employing those people with a non-educational degree that they will become good teachers in six weeks?

Contrary to Public Int

1. How is the government going to assist with the financial impact on families when an additional year of boarding is added by moving Year 7 into high school?
2. How will the government provide equitable opportunities for rural and isolated students to access representative sport if the proposed amalgamation of the South West school sports region with the Darling Downs school sports region goes ahead?
3. Can the government encourage a move to ensure that trained Early Childhood teachers are in all P-3 classrooms?

Contrary to Public I

I am a parent of 4. I have observed that teachers are expected to have a high level of interaction with parents as well as students. Both are 'customers' to be satisfied by the teacher. I asked some teachers (3 at school plus a relative plus my daughter studying teaching at uni) if their studies ever prepared them for the interactions they will have with the parents. The reporting, interaction and accountability that parents demand is a communication skill in itself. Unfavourable parents can escalate to abuse or supportive parents can assist a teacher to shine. I have seen parents take offence at a teacher's persona and decide that the teacher must be a poor performer. Usually the teacher is excellent but there is a poor connection with the parent. To enable better support from some 'types' of parents they need to be 'romanced' by the teacher. I know this sounds unfair (and it is) but the poor old teacher needs the skills to get the parents on their 'team' at the start of the year. As mentioned in 'A Flying Start' the support of parents is vital to a proactive learning child. Question: can a class be included in teacher training that provides the tools and skills required for a teacher to encourage or mitigate attitudes encountered from the multiple personalities among the parents?

Contrary to Public Interest

In a Naplan-driven climate where the emphasis appears to be on raising the average scores above a benchmark, is the government still supporting identification of gifted children and what are the plans to deliver gifted education to these children who hit the glass ceiling of Naplan?

Contrary to Public Interest

Cont [redacted] is a growth town of 2,000+ people. We have a Primary School but no High School. Teenagers have to endure a 2 hour bus ride twice each day to

be educated at the closest High School. A majority of families leave town when their children get to High School age rather than have their child endure this travelling. Recent requests and petitions for a High School have been rejected. Premier, as you so correctly rate Education a major priority just what criteria is laid down for an area to get its own High school?

Thank you

Contrary to Public Interest

Contrary to Public Interest

Whilst the focus on academic achievement is necessary within our school system, there is however an underlying problem that needs to be addressed. Around 70% of Australian children are damaging their spines by carrying schoolbags. The transition from primary to high school includes larger writing books (usually a min of 6) and heavy text books. These items plus all the stationary, art blocks lunch etc weigh up to 7 1/2 kg. My daughter attends a school where due to vandalism the lockers were removed, which now means the students must carry their bags all day. The result of this over the last 2 years of high school is hunched shoulders, sprained neck and back muscles and a stern warning from the doctor not to lift the bag again. Whilst I have worked with the school in ways to reduce the bag weight to around 4kg my daughter has to now recover from the damage that has occurred. Under the resource scheme I would like to see text books available for the children to keep at home during the school year and another set in the classrooms. This would greatly reduce the back injuries that are occurring in our high schools every day. If our children are in constant pain and fatigued from carrying school bags, the result academically can only be of a low standard.

Contrary to Public Interest

Shouldn't the education system be based upon a national curriculum, rather than a state system, to allow the students whose families move interstate to continue their education with minimal stress and disruption?
I.E. Without having to repeat subjects previously learnt, at the same time missing subjects which their previous school had not covered, but their new school had.

Contrary to Public Interest

In order to achieve the highest standards and results for all students and teachers, wouldn't a tier system of education be more beneficial, where teachers can teach students of equal aptitude and ability?

Shouldn't this be the structure implemented from year 1 - 12 and be based upon low, average and high achievement?

Contrary to Public Interest

If we are truly trying to achieve the best in education standards and quality for our children, how do we consider giving a six week crash course to Bachelor of Arts graduates?

Will this, in any way, solve the predicament our education system finds itself in at present?

At best wouldn't it just be a band-aid for short term cover up, rather than raising the standards of teachers and giving them incentives and recognition, in order to allow them to achieve reward for effort and performance?

Contrary to Public Interest

My question comes in three parts;

Overview.

Our company provides researched based and peer reviewed programmes for literacy, cognitive and numeracy development.

By it's own studies working alongside schools in Queensland, as well as all other States and Territories within Australia. By an independent study commissioned by DEEWR and carried out by Urbis Keys Young. A secondary research project by Macquarie University, undertaken because of the educational success of the first study. By the starting of a Doctoral Thesis at Westmead Children's Hospital. By a study in Gladstone that culminated in Indigenous funding of the programmes into schools and alred on Stateline Queensland. All of which showed dramatic and significant educational advantage to students and teachers, time saving for teaching staff and cost effectiveness at school level and for education in general.

Question in three parts

Why will the Queensland Government, Education Minister and Education Department not meet with our company, as requested by us on a number of occasions, to discuss the following; 1. To look at our study and research and discuss this openly on a face to face basis.

2. To discuss a funded study on a broad spectrum of schools within Queensland to research further the educational effectiveness of the programmes and to determine the potential huge cost saving to the education department in the mid to long term while raising educational standard by a significant margin 3. And finally. What is meant by a commercial product, this seems to be a block. My understanding of commercial product is it is something that is paid for and profit is gained from. On this understanding then everything that the Queensland government purchases for education, whether it be library books to Reading Recovery and all in between are commercial products, surely something should be investigated rigorously on its effectiveness!

Contrary to Public Interest

What do you plan to do about the basic shortfall of Queensland students in terms of literacy? Students come to university with very little understanding of how to

structure a paragraph, many having never written an essay, let alone a report or thesis. Many have similarly poor reading skills and are unable to properly interrogate a text to get the information they need. They are intimidated by text books and scholarly papers because they are not given at school the skills they need to tackle them.

RTI RELEASE

Ashleigh Edwards

From: Don Wilson [Don.Wilson@ministerial.qld.gov.au]
Sent: Thursday, 25 February 2010 5:18 PM
To: Leah Andersen
Subject: RE:

Leah as discussed, I just want to confirm that we will not be giving the Panelists the questions, nor will I be seeing them.

Cheers
Don

From: Leah Andersen [mailto:Leah.Andersen@premier.qld.gov.au]
Sent: Thursday, 25 February 2010 2:35 PM
To: 'Erin O'Brien'
Cc: Don Wilson
Subject: RE:

Sounds great, thank you Erin.

At 4.30pm I'll then forward that list to the panellists so they have a copy.

Leah Andersen
Project manager
People's Question Time
Communication Services
Department of the Premier and Cabinet
Phone +61 7 322 44095
Mobile: 0457 807 581
Email: leah.andersen@premier.qld.gov.au

Please consider the environment before printing this email.

From: Erin O'Brien [mailto:erin.obrien@qut.edu.au]
Sent: Thursday, 25 February 2010 2:34 PM
To: Leah Andersen
Cc: 'Don Wilson'
Subject: RE:

Thanks Leah, I've incorporated the relevant ones into the list I'm looking at now. I excluded a few for relevance/local issues reasons. There's an interesting one in there about publishing all the questions asked...

My plan now is to formulate a list of possible questions and send that on to you by 4.30 this afternoon. I would prefer after that point that no questions are removed from the list unless there is a very pressing reason for it.

Cheers,
Erin

From: Leah Andersen [mailto:Leah.Andersen@premier.qld.gov.au]
Sent: Thursday, 25 February 2010 12:57 PM

To: Erin O'Brien
Cc: 'Don Wilson'
Subject:

For your information, some more emails received via the website should any be relevant for the session tomorrow.

The date for submitting questions finished at midnight last night, however these have come in after that time.

Thanks,
Leah

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RTI RELEASED