



Queensland Association of Special Education Leaders  
Leading Linking Learning

# State Council Meeting Term 1 2022

## Minutes

**Venue:** MSTeams  
**Date:** Friday 4 March 2022  
**Time:** 8:30am-12:30pm  
**Chair:** Ric Day (President)

<b>Attendance</b>	Ric Day, Brandon Mackay, Tracy Cronin, Karen Collishaw, Simone Coogan, Steve Leese, Natalie Petersen, Susan Christensen, Bronwyn Paxton, Steve Roberts, Sarah Lockwood, Rachel Dougherty, Robyn Ferguson, Andrew Thompson, Angela Armstrong, Megan Cameron, Ches Hargreaves, Claire Cheyne, Glenn Gatehouse, Alistair Hanna, Erin King, Nick Alexander, Nicole Rouen, Lisa Wright, Lynne Madle, Jenny MacLeod
<b>Apologies</b>	Ray Hack, Renae Somerville, Vilma Misini, Janet Firmstone, Tony Egan
<b>Secretariat</b>	Simone Coogan

<b>Item</b>	<b>Topic</b>	<b>IDA</b>	<b>Member</b>	<b>Time</b>
1	<b>Welcome</b> <ul style="list-style-type: none"><li>Acknowledgement of Country</li><li>Introduce new members</li></ul>	I	Ric	5 mins
2	<b>Previous Minutes:</b> <ul style="list-style-type: none"><li>Business arising - nil</li></ul> <b>Moved:</b> Simone Coogan <b>Seconded:</b> Steve Leese <b>Carried</b>	IDA	Simone Coogan	5 mins
3	<b>Correspondence in/out</b> <ul style="list-style-type: none"><li>Memorandum of Understanding / Interchange Agreement from DoE for President and Business Manager signed and returned</li></ul>		Simone Coogan	5 mins
<b>Treasurer's Report</b>				
4	<ul style="list-style-type: none"><li>To be provided out of session</li></ul> <b>Moved:</b> <b>Seconded:</b>	IDA	Renae Somerville	10 mins

Item	Topic	IDA	Member	Time
<b>President's Report</b>				
5	<ul style="list-style-type: none"> <li>• President's Report attached with Agenda in advance</li> </ul> <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>• Ric has missed being in schools at the start of the year. Looking forward to this changing now restrictions are lifted post 4 March</li> <li>• No DoE policy feedback requests thus far this year</li> <li>• Actions Register now in place to track motions from meetings across the year</li> <li>• 750 copies of the QASEL Annual Report will be printed and posted this term</li> <li>• Caroline De Hennin's role with QASEL</li> <li>• Disability Royal Commission – QASEL has begun work on a second position paper. Draft sent with meeting invitation. Anyone can make a submission, including personal submissions</li> <li>• HOSES Sub Committee is up and running. They are working on a position brief re the HOSES role</li> <li>• Showcase - encouraged to apply</li> <li>• Ric has met Davina, the replacement for Polly Chester at Headspace for school leaders</li> <li>• Students with disability resource allocation review</li> <li>• Association Presidents Annual Engagement Forum</li> <li>• University of Southern Queensland and DoE – micro-credentialling courses supported by QASEL</li> <li>• Infrastructure reference group – special school principal design group</li> <li>• DG passes on his thanks to leadership teams for managing the start of this year</li> <li>• Quarterly meeting with Minister Grace was postponed</li> <li>• Brandon following up on memberships now the school year has commenced e.g. retirements, people on leave. Thank you from Brandon to the Regional Councillors for keeping him in the loop</li> <li>• Position Papers dashboard</li> <li>• Membership growth</li> </ul> <p><b>Moved:</b> Ric Day  <b>Seconded:</b> Natalie Petersen  <b>Carried</b></p>	IDA	Ric Day	10 mins
<b>New business</b>				
6	<p><b>Leadership program with Steve Francis</b></p> <ul style="list-style-type: none"> <li>• Steve, acknowledged long-term association with QASEL</li> <li>• Steve approached Ric earlier in the year about new leadership program</li> <li>• Looks at leadership impact and role of middle leaders</li> <li>• School leadership sprints – short videos on leadership practices to get team on the same page</li> <li>• Offer to QASEL members to be involved - \$1190 for full year / \$390 a term / \$190 for one topic</li> </ul>			

Item	Topic	IDA	Member	Time
	<ul style="list-style-type: none"> <li>Discount for QASEL members – mention QASEL when booking and save \$200</li> </ul>			
7	<p><b>Caroline De Hennin</b></p> <ul style="list-style-type: none"> <li>Caroline discussed her role for the association 0.2 FTE</li> <li>Thank you for the opportunity to work with members</li> <li>From the QASEL Strategic Plan, Caroline has identified three areas where she can focus: leaders learning together, mentoring with precision, aspiring leaders</li> <li>Working with Regional Councillors and their teams</li> <li>Differentiated support</li> <li>Further opportunities <ul style="list-style-type: none"> <li>Leveraging the survey data</li> <li>Increasing engagement e.g. supporting people with workshops at QASELCon</li> <li>Looking at member strengths and connecting people</li> </ul> </li> </ul>			
8	<b>Regional Reports</b>			
	<p><b>Far North Queensland (Lisa)</b></p> <ul style="list-style-type: none"> <li>This is Lisa’s first report</li> <li>Has worked with Coach Caroline and appreciates this first opportunity</li> <li>Survey</li> <li>Attended Special Education Leaders Committee</li> <li>Membership drive</li> <li>Workload</li> <li>Potential mentoring</li> <li>Restorative practices PD was popular choice</li> </ul> <p><b>Motion:</b> That QASEL fund the FNQ application for funding support for PD in 2022</p> <p><b>Moved:</b> Lisa Wright  <b>Seconded:</b> Ches Hargreaves  <b>Carried</b></p>			
	<p><b>North Queensland (Claire)</b></p> <ul style="list-style-type: none"> <li>Townsville conference gave inroads into meetings with Regional Director where QASEL is now represented</li> <li>Early discussions with Coach Caroline</li> <li>Parents fears around sending children back to school, vaccination etc.</li> <li>Big impact of Teacher Aide / Support Staff absence re COVID</li> <li>Staffing pool is negligible</li> <li>Allocative model and messaging. Claire is able to attend meetings as the QASSP rep</li> <li>Membership stable</li> <li>Group has identified a range of topics for PD, especially middle leaders</li> </ul>			

Item	Topic	IDA	Member	Time
	<p><b>Central Queensland (Jenny, Erin)</b></p> <ul style="list-style-type: none"> <li>• CQ Cluster HOSES Service Agreement – Jenny has concerns about role clarity and context-based decisions re staffing (SBS)</li> <li>• Network meeting next Friday</li> <li>• Alignment of SGO processes. Enrolment decision making unclear, slow. Every enrolment decision is going to internal appeal.</li> <li>• Working with Coach Caroline and have done the survey. Still collating.</li> <li>• Feedback includes moving schools, HOSES, staff out of silos</li> </ul>			
	<p><b>Darling Downs and South West (Glenn)</b></p> <ul style="list-style-type: none"> <li>• Student numbers and the start of year has presented as an issue – students not attending school</li> <li>• Concern that sometimes the Region disseminates Central Office messages with a different ‘spin’ to how others have interpreted it</li> <li>• EAP</li> <li>• I4S – region giving some alternate messages on how this money can be spent</li> <li>• Getting on board with Coach Caroline</li> <li>• Facilities</li> <li>• ECDP – Region funding a HOD-ECDP to provide support to ECDP leadership teams</li> </ul>			
	<p><b>North Coast (Lynne)</b></p> <ul style="list-style-type: none"> <li>• NCCD – concerns re how this will contribute to funding e.g. Lynne’s students awaiting verification were not included</li> <li>• Skilled staff shortage</li> <li>• Occupational violence</li> <li>• Students with trauma backgrounds</li> <li>• Working with Coach Caroline</li> <li>• Had an increase in members to meeting</li> <li>• Love to see PD around trauma</li> </ul>			
	<p><b>Metropolitan (Megan)</b></p> <ul style="list-style-type: none"> <li>• Surveyed members. High level of engagement. Lots of information for the RCs to sift through</li> <li>• NCCD – concerns re QA</li> <li>• I4S – funding source used for SWD</li> <li>• Staffing and skill level</li> <li>• Workload management</li> <li>• Facilities – appropriate facilities</li> <li>• Parents – student and family wellbeing and parents challenging decisions</li> <li>• Leadership opportunities and especially AVT role</li> <li>• Inclusion and workload for those leading inclusion</li> <li>• Student engagement</li> <li>• Pressure of leading others and the impact of the way that the year has started</li> </ul>			

Item	Topic	IDA	Member	Time
	<ul style="list-style-type: none"> <li>• PD – Conversational intelligence, feedback and aspiring leaders</li> <li>• Lots of celebrations including appreciation for QASEL’s improved communication</li> </ul>			
	<p><b>South East (Angela)</b></p> <ul style="list-style-type: none"> <li>• Restrictive practices and food rewards that can’t be replicated when students come to Prep</li> <li>• Parent expectations / choice of special schools</li> <li>• Staff shortages</li> <li>• Even if FTE has increased -can’t fill the position</li> <li>• Potential change in role now EAP requirements have changed</li> <li>• Working with Coach Caroline</li> </ul>			
<b>9</b>	<b>Stakeholder Group / Portfolio Reports</b>			
	<p><b>QASELCon (Andrew)</b></p> <ul style="list-style-type: none"> <li>• Committee meeting fortnightly</li> <li>• Keynotes are all locked in</li> <li>• EOI for workshop presenters has gone out. Note Caroline’s offer to support QASEL members who wish to present. Could also support people around ideas for workshops.</li> <li>• Registration portal is live. Encourage networks to start registering</li> <li>• Looking at the same band as last year</li> </ul> <p><b>Further:</b></p> <ul style="list-style-type: none"> <li>• Ric raised that 2023 is Queensland’s turn to host the joint ASEPA Conference.</li> <li>• The usual arrangement is that the state associate equally shares profits or losses with ASEPA.</li> <li>• As per QASEL’s proposal the ASEPA board have agreed to the arrangements below and Qld will host the National Conference: <ul style="list-style-type: none"> <li>○ Rather than share the risks of a conference loss, QASEL will assume responsibility for losses incurred. (i.e. ASEPA will have no financial responsibility if conference runs at a loss).</li> <li>○ However, conference profits will be divided proportionally by attendance (instead of 50/50). QASEL will keep a % of the profits based on QASEL members and Qld based attendees while ASEPA will receive profits proportional to the number of international and interstate delegates. (e.g. if there are 300 Queensland delegates and 100 delegates from other states, territories and international then QASEL would retain 75% of the profits and ASEPA would receive 25% of the profits.</li> <li>○ QASEL will manage the conference organising and planning and ASEPA will support the promotion.</li> <li>○ Interstate guests will be invited through ASEPA to present workshops etc.</li> </ul> </li> </ul>			

Item	Topic	IDA	Member	Time
	<ul style="list-style-type: none"> <li>○ Should ASEPA directly attract any new sponsors at a national level (perhaps through existing relationships) then we will look at how those funds are divided.</li> </ul>			
	<p><b>ECDP Subcommittee (Natalie)</b></p> <ul style="list-style-type: none"> <li>• Yet to meet 2022 - meeting scheduled for this week had to be cancelled</li> <li>• Next meeting 14 March</li> <li>• Feedback to Vicky Booth re ECDP guidelines</li> <li>• Developed an info hub for ECDPs (in process)</li> <li>• Minutes are going to all ECDP staff, QASEL members or not, with a spotlight on a different ECDP each meeting</li> <li>• Thinking about a conference – maybe 2023</li> <li>• Natalie is on the Metro Region ECDP committee</li> </ul>			
	<p><b>DP Special Subcommittee (Robyn)</b></p> <ul style="list-style-type: none"> <li>• Yet to meet 2022. Meeting on Monday 7 March</li> <li>• Pathways for all students into Senior</li> <li>• QCE attainment</li> <li>• Transitions to the workplace</li> <li>• Role clarity</li> <li>• Incongruence between specialist support and specialist knowledge, and inclusion</li> <li>• Once you get a DP Special, it creates a leadership void. DPS are also taking on DP roles in addition to the SWD work</li> <li>• Capacity building in disability specific knowledge</li> <li>• Specialist AVTs in low-incidence areas is vital</li> </ul>			
	<p><b>HOSES Subcommittee (Karen)</b></p> <ul style="list-style-type: none"> <li>• Position brief – roles and responsibilities of HOSES</li> <li>• Action plan</li> <li>• Working on tapping into other HOSES networks across the state</li> </ul>			
10	<b>The new kindy funding reform package - Deb Dunstone</b>			
	<ul style="list-style-type: none"> <li>• Deb thanked everyone for their flood recovery efforts</li> <li>• Kindy reform package – focus on inclusion and disability</li> <li>• \$211 000 000 dedicated to kindy</li> <li>• Boost access to kindy, and also means we will know more about students who are three, in the year before they enrol in kindy</li> <li>• The most significant reform that DoE has ever done</li> <li>• Secured ongoing funding</li> <li>• \$19 000 000 inclusion support scheme</li> <li>• Keeping fees affordable, so that everyone who wants to attend kindy, can</li> <li>• Training for educators</li> <li>• QA running through an expert panel as part of the procurement process</li> </ul>			

Item	Topic	IDA	Member	Time
	<ul style="list-style-type: none"> <li>Services have to write a plan for expenditure, with support from a mentor</li> </ul>			
11	<b>Position Briefs</b>			
	<p><b>Disability Royal Commission</b></p> <ul style="list-style-type: none"> <li>Draft circulated with the meeting agenda</li> <li>Addition to the 2019 submission</li> <li>Response to Public Hearing #7</li> </ul> <p><b>Motion:</b> To endorse the current document with the addition of a statement that draws a comparison to other forms of positive segregation (e.g. Math/science academies)</p> <p><b>Moved:</b> Tracy Cronin</p> <p><b>Seconded:</b> Sarah Lockwood</p> <p><b>Carried</b></p>	ID	Ric Day	30 mins
	<p><b>HOSES Roles and Responsibilities</b></p> <p><b>Motion:</b> To endorse the current document with the addition of two points around difference in a range of contexts and lack of leadership structures for HOSES</p> <p><b>Moved:</b> Jenny MacLeod</p> <p><b>Seconded:</b> Steve Leese</p> <p><b>Carried</b></p>			
12	<b>QASEL Action Plan and Budget</b>			
	<ul style="list-style-type: none"> <li>Ric ran through the structure</li> <li>Inviting any feedback to Ric by COB Tuesday</li> <li>Ric will then recirculate to final endorsement of SC</li> </ul>		Ric/ Renae	20 mins
13	<b>QASEL Committee / Working Party Memberships</b>			
	<ul style="list-style-type: none"> <li>Ric ran through the opportunities available for others to represent QASEL on stakeholder groups</li> <li>Inviting any feedback to Ric by COB Tuesday</li> <li>Ric will then recirculate to final endorsement of SC</li> <li>Particularly noting the need for a new QCAA senior school rep</li> </ul>		Ric	15 mins
14	<b>Wrap Up and Other Business</b>			
	<ul style="list-style-type: none"> <li>Next meeting moved to Red Hill Special School to ensure there is room for everyone</li> <li>Rachel to circulate access information through Ric</li> <li>SC whiteboard reflection on key themes and issues</li> <li>Additional documents discussed today have been added to the calendar invitation</li> </ul>			10 mins
12:30 Close				





**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Treasurer's Report – State Council Meeting Term 1 2022**

**Bank balances as of 11/03/22**

Cheque Account (active account)	\$ 31,531.85
Term Deposit	\$131, 018.76
Term Deposit	\$106, 461.97
Term Deposit	\$203,369.75
Term Deposit	\$101,666.54
<b>TOTAL</b>	<b>\$574,048.87</b>

**Notes:**

- Townsville Conference registrations still held by QASSP who are following up unpaid registrations
- Seed Funding for Conference 22: \$22,000 held by QASSP
- Enquiry made to auditor regarding charitable donations – awaiting reply
- 2021 BM wages yet to be paid.

**Rena Somerville**

**QASEL Treasurer**



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

# President's Report

## Executive, Management and State Council Meeting

Term 1 2022, Friday 4 March 2022  
MS Teams

### Acknowledgements

Once again, I'd like to thank all QASEL members for their support this term. It has certainly been an interesting start to the year. Personally, not being able to visit schools has been incredibly frustrating and I've been very grateful to members who have made contact and helped me to at least feel some sense of connection.

A very special QASEL welcome today to our new EMC members and state councillors including Vilma Minisini and Lisa Wright (taking on state councillor roles in FNQ), and Natalie Petersen, Steve Roberts and Robyn Ferguson (joining our management committee and bringing a great range of experience and perspectives). Turnover in these roles is important, it's how we share the load. Your experience and knowledge are valued and your perspectives are welcome.

### Consultation Opportunities

Since our last State Council, QASEL has provided feedback on the following policies, procedures, guidelines and briefs:

- Nil (by this time last year we had completed 19).

### EMC summary

Below is a brief summary of our EMC meeting since last State Council:

- To move QASELcon22 from the planned dates in Semester 1 (June 15-17) to Semester 2 (August 3-5) – email motion prior to meeting.
- That the QASEL Business Manager be given access to the QASEL chequing account.
- That the membership costs for 2022 remain the same as 2021.
- That we promote a Term 1 membership special and attach to any special events throughout the year at the President's discretion. The date claimer for the conference will include a membership special.
- That the EMC supports a partnership with Steve Francis, and that QASEL will promote the \$200 as 'QASEL subsidised access' to the package.
- That QASEL submit an EOI to ACEL for bronze sponsorship of the conference.
- That QASEL formally adopt the roles and responsibilities as a working document.

## Annual Report Progress

The development of the first QASEL Annual Report is on track for delivery in mid-March. Just finetuning the current draft and finalising the mailing list.

It has taken a little more time than anticipated, and I hope to allocate time in our Term 4 meeting this year to be able to get initial content from state councillors and reps earlier. This would definitely accelerate the process and hopefully we can publish in mid February from 2023.

## Introducing Coach Caroline

As part of QASEL's ongoing commitment to building individual and collective capability in 2022, we have engaged (Coach) Caroline de Hennin as a co-ordinator of professional learning for two days per fortnight (Wed and Thurs – odd weeks).

I'm extremely positive about the start that Caroline has made in this role. In these first few weeks of term Caroline has linked with all our regional state councillors to open discussions about learning opportunities in 2022. I have invited her to speak briefly to the team today to update us on progress.

## Disability Royal Commission

The Disability Royal Commission has announced the closing date for submissions to be received by 31 December 2022. As you are aware QASEL made a formal submission to the Disability Royal Commission in 2019.

The Royal Commission intends to hold further public hearings to examine the experiences of students with disability, including a hearing on special/segregated education in 2022. Today we will consider a second submission that focusses specifically on this issue.

We have also scheduled an online meeting with all special school principals to update them on progress and encouraged them to make personal submissions and most importantly encourage their parent communities to do the same.

In the meantime, I remind you all, that anyone can make a submission to the Royal Commission. I encourage you all as experienced professionals working in the field to consider making your own submission, as well as supporting your P&Cs and School Councils to also make submissions. Having your say is important.

The Final Report of the Royal Commission is due to be delivered to the Governor-General by 29 September 2023. <https://disability.royalcommission.gov.au/share-your-story/make-your-submission>

## HOSES Subcommittee

Late last year we formed a QASEL HOSES subcommittee. Thanks to Karen Collishaw, QASEL's Vice-president HOSES, for initiating this. It was a terrific opportunity for us to connect online with HOSES across the state and a wonderful chance to share thoughts and challenges.

Following that meeting we have completed a first draft of a QASEL position brief on HOSES roles and responsibilities and a HOSES subcommittee action plan for presentation and endorsement today.

## Students with disability resource allocation review

The next *Students with disability resource allocation review stakeholder reference group* meetings is schedule for later today. While this will be the first full stakeholder meeting for the year, I have added

it to the agenda for my upcoming meetings with the Minister, DG, DDG, ADG and other association presidents.

Among the current concerns I am hearing from members:

- No formal communication since fact sheets and FAQs distributed to schools on 22 October.
- Uncertainty about future funding model.
- Inconsistency of implementation of NCCD across schools, sectors, clusters and regions.
- Quality assurance processes.

What is known are the guiding principles and that there will be a shift from EAP to an NCCD informed model. My concerns remain around the challenge of implementing a change in a cost neutral way and the tightness of the timelines. I do remain optimistic that the new model will reduce workload and remove unnecessary burden from families.

### Nominations for Showcase Awards Now Open

I'd like to encourage you to consider sharing your school's outstanding programs or initiatives by making a submission for the 2022 Showcase Awards for Excellence in Schools. As a sector it is important that we highlight the great work of our leaders, teachers and staff.

<https://showcase.education.qld.gov.au/>

Having sat on the board last year for the first time, I was surprised by the under representation of programs relating to students with disability from all schools. I'd encourage you to look broadly at the 10 categories, but in particular want to highlight the *Bevan Brenan – Every Child Needs a Champion Category*.

### Key Meetings

The president's diary section of the newsletter outlines a full list of DoE and stakeholder meetings. Below are some key points for discussion.

### Headspace Principal Coaching and Support Services Advisor - 27/01/22

I was pleased to share the news that the Headspace Principal Coaching and Support Service (PCSS) is recommencing, initially two days per week from 18 January, operating Tuesdays and Thursdays.

I had the pleasure of meeting Davina last week to discuss the unique challenges faced by leaders in the special education sector. I'm very confident that Davina will provide wonderful support to our members. Referrals to the service can be made via [pcss@headspaceschools.org.au](mailto:pcss@headspaceschools.org.au) or by contacting 0476 839 363.

### Association Presidents Annual Engagement Forum – 07/02/22

Hayley Stevenson - A/Assistant Director-General, State Schools – Operations lead the first of would will be an annual forum for all association presidents. Issues discussed included:

- Role of President (As outlined in the MOU)
- Expectations of the department and stakeholders
- Sharing key learnings and effective processes for engagement
- Expectations: Mandatory Training 2022
- Approval processes for presidents and their staff
- Strategic direction and key department deliverables and priorities for 2022

- Key contacts across the department and review of organisational chart
- Strategic Communication and Engagement and Managing Media

The forum also provided clarity on some line management and application processes. Following this discussion, I made a formal request to the A/ADG SS for additional administrative support time for QASEL as discussed at state council in term 4 last year.

### **University of Southern Queensland and DoE - 15/02/22**

Productive conversation still continues between DoE HR, D&I Branch, QASEL and USQ in relation to bespoke “upskill” courses through USQ that will provide micro credential opportunities in priority areas.

- USQ will provide an invoice to QASEL in the near future for financial support for the development of the first two or four micro-credentialed courses over a two-year period of time.
- These courses have been fine-tuned with input from USQ and DoE officers. The current course structure is:
  - Course 1 – Teaching students with intellectual disability – understanding the learner; enabling success.
  - Course 2 – Teacher strategies to support the communication needs of students with disability.
  - Course 3 – Teaching students with autism using evidence-based practices.
  - Course 4 – Teaching students with physical and multiple disabilities – enabling access, expecting success.
- USQ are currently drafting course objectives for all four courses
- DoE (D&I) are currently finalising key contact for each course to act as a critical friend to the course developer and be a “guest presenter”
- DoE (HR) are examining a range of supports for those who enrol in the course.

USQ are planning for the first course to run in semester 2 of this year and we look forward to supporting the promotion of this course. Our next meeting is scheduled for 15 March.

### **Ministerial Special Schools Infrastructure Reference Group - 17/02/22**

The Ministerial Special Schools Infrastructure Reference Group continues to have a positive impact on a range of infrastructure issues impacting on all special education settings including special schools.

To date, the outcomes of this group include:

- The formation of a DoE Special School Infrastructure Group to look at renewal and growth priorities for special schools across the state.
- The initiation of a QASEL Special School Principals Infrastructure Design Group, which will meet on 25 March at Coomera Special School to examine a range of design features and needs of special schools.
- The development of a draft Special School Strategic Analysis with input from QASEL.
- Positive discussions about the infrastructure needs of all schools to enable them to best cater for diverse learners.

### **D-G Meeting Associations Meeting 17/02/22**

The quarterly association presidents' meeting with the Director-General took place on 17 February. This was the first time the association presidents met with the new DG Michael De'Ath. The agenda included:

- Welcome the Director-General to Qld.
- Review the COVID back to school plan.
- Considering "Post-Pandemic" Strategic Planning.
- Early observations from the DG on strengths and opportunities for growth across the Department.

The DG was very complimentary about the work of Qld State Schools in responding to the demands and challenges of the pandemic and asked us to pass his personal thanks onto all our members. My first 1-1 meeting with the DG is on 9 March and our agenda will include:

- An introduction to QASEL – Leading, Linking, Learning.
- Collaboration between the DG and QASEL. How can we work together most effectively in 2022?
- Disability Royal Commission.
- Students with disability resource allocation review.
- QASEL conference 2022- discussion about DG speaking at conference.
- Infrastructure issues in special education- update on working groups.
- State Principals' Conference – October 2022.
- DG's agenda items.

#### **Meeting with Minister Grace 01/03/22**

This week I had my quarterly 1-1 meeting with Minister Grace. Agenda items included:

- QASEL Conference 2022- Minister's involvement.
- Students with disability resource allocation review.
- Disability Royal Commission.
- Special School Infrastructure Working Group – update.

#### **Membership Update**

As anticipated membership has been steady this term with limited growth. Brandon is working through the laborious process of matching payroll deductions and membership to pick up any members who may have retired or not be working.

In the lead up to conference we will push membership specials and expect to sign new members during conference also. I have also reached out personally to the very small number of special school principals who are non-members.

(see attached- Quarterly Membership Data and Community Engagement Report)

#### **Position Brief Dashboard November 2021 - 2022**

QASEL's Strategic Plan identifies the need to – *proactively put forward positions on issues that impact leadership or student learning* (Leading – Teaching – Intentional Advocacy).

To that end, QASEL members have been intentionally collaborating on a range of position briefs that are in various stages of development. All completed and endorsed briefs are available on the QASEL website in the members section.

Topic	Initial collaboration	Draft out for feedback	Finalised	Endorsed (on website)	Presented	Impact
Early Childhood Development Programs	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Presented to ADG D&amp;I.</li> <li>▪ ECDP subcommittee collaborating with D&amp;I to produce best practices guidelines for ECDPs state-wide.</li> </ul>
Workforce Capability: Special Education Teachers	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Presented to DDG PCS, ADG HR, and Minister.</li> <li>▪ Shared with other associations.</li> <li>▪ Special education identified as a priority area in the Turn to Teach Program.</li> <li>▪ DoE engagement through HR and D&amp;I in USQ upskilling program.</li> <li>▪ HR funding being negotiated for work shadowing program.</li> </ul>
Impact of TA Maximisation on Special Education Settings	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Presented to DDG PCS, ADG HR, and Minister.</li> <li>▪ Initial meeting with ADG HR to discuss concerns (again).</li> </ul>
Leadership Structures in Special Education	✓					<ul style="list-style-type: none"> <li>▪ Originated from HR position paper.</li> <li>▪ Many of the themes picked up in HOSES position statement.</li> <li>▪ Focus on special school as possible next step?</li> </ul>
Occupational Violence	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Presented to DDG PCS, ADG HR, and Minister.</li> </ul>
Students with Disability Resourcing	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Presented to DDG SS, ADG D&amp;I, DG and Minister.</li> <li>▪ QASEL represented on the stakeholder group.</li> </ul>
Senior Schooling	✓	✓				<ul style="list-style-type: none"> <li>▪ Next step - Small group meeting to consider feedback - is it more than one position paper?</li> </ul>
Infrastructure Issues in Special Education	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>▪ Formation of: <ul style="list-style-type: none"> <li>○ Ministerial Special Schools Infrastructure Reference Group.</li> </ul> </li> </ul>

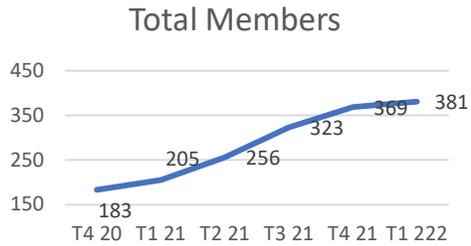
						<ul style="list-style-type: none"> <li>○ DoE Special School Infrastructure Group.</li> <li>○ QASEL Special school Principals Infrastructure Design Group (meeting March 25)</li> <li>▪ Special School Strategic Analysis being undertaken – input from QASEL.</li> </ul>
Disability Royal Commission	✓	✓	✓			<ul style="list-style-type: none"> <li>▪ Special School principals meeting planned for March 10.</li> <li>▪ Submission then shared with DRC and DoE senior officers.</li> <li>▪ Future liaison with DoE Media.</li> </ul>
Heads of Special Education Services Role and Responsibilities	✓	✓	✓			<ul style="list-style-type: none"> <li>▪ Developed in consultation with HOSES subcommittee.</li> </ul>

Questions or Comments

# Quarterly Membership Data and Community Engagement Report as at 27/02/22

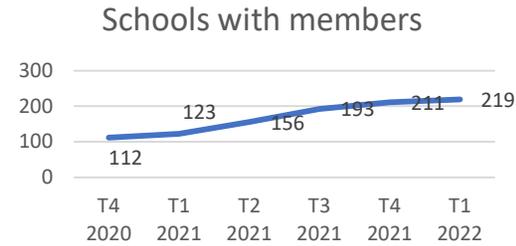


## Membership



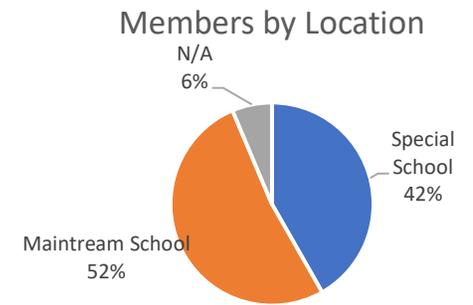
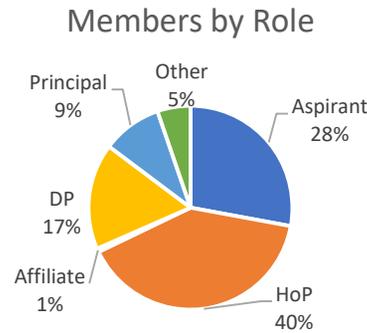
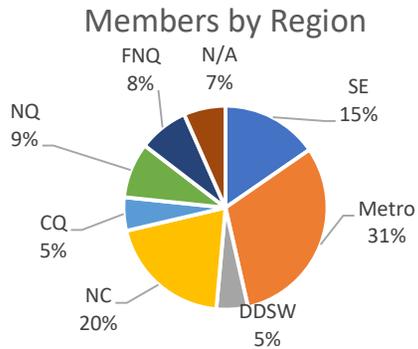
**↑ 3.3%**  
This quarter

**Special School  
Principal  
Membership**  
**92%**

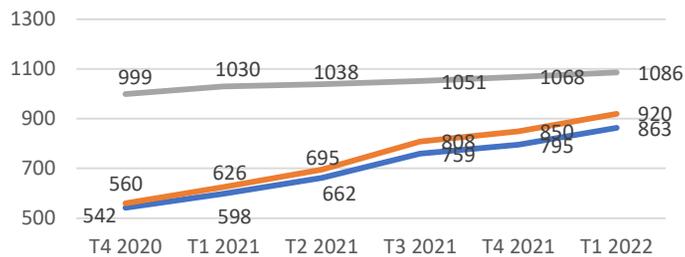


**17.4%**  
Qld State Schools have  
at least 1 QASEL member

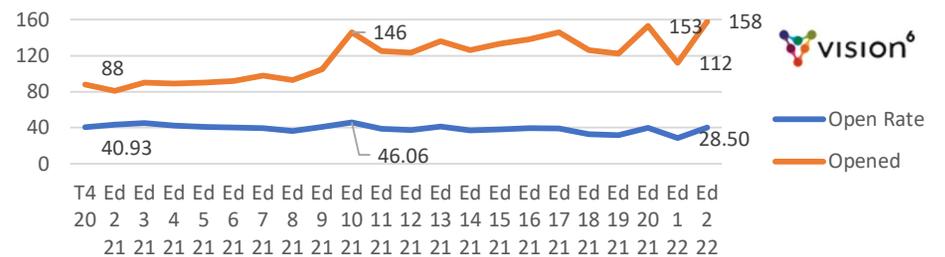
## Membership analysis



## Communication Engagement Statistics



Facebook Likes  
Facebook Follows



Open Rate  
Opened



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region Far North Queensland**

**Date 3/3/2022**

**Councillor/s : Lisa Wright**

<b>Local Issues and Hot Topics</b>
<ul style="list-style-type: none"><li>• Key Priorities in survey highlight that teachers are seeking support/PD around: NCCD, Inclusion Framework, SRD, Building Teacher Capability and ICP curriculum adjustment and differentiation.</li><li>• Vilma Minisini –absent from QASEL Councillor role for Semester 1, 2022 – perhaps ask for EOI for an additional FNQ State Councillor</li></ul>
<b>Regional QASEL Activities and Membership Trends</b>
<ul style="list-style-type: none"><li>• Surveyed FNQ Hoses Network and FNQ QASEL members – fairly good response</li><li>• All participants support PD on Restorative Practices</li><li>• All participants want f2f PD</li><li>• Interest in NCCD training</li><li>• Participants are more interested in building HOSES capability rather than supporting others – possibly due to workload.</li></ul>
<b>Celebrations</b>
<ul style="list-style-type: none"><li>• Good survey response.</li><li>• 5 minutes air time at FNQ Special Education Leaders meeting last week</li><li>• QASEL has excellent processes in place to support new councillors</li><li>• Potentially 2 new members as a result of the survey</li><li>• I am now a member of the FNQ Special Education Leaders Committee</li></ul>
<b>Upcoming Events or Activities</b>
<ul style="list-style-type: none"><li>• Restorative Practice PD if application is approved</li></ul>

To be presented at quarterly state council and submitted electronically to [president@gasel.org.au](mailto:president@gasel.org.au) and [secretary@gasel.org.au](mailto:secretary@gasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Application for Regional Professional Learning Grants 2022**

Purpose: The QASEL Regional Professional Learning Grant program recognises and supports the need to provide differentiated, professional learning opportunities for members across the state. It aligns to the QASEL Strategic Plan to *explore and initiate new capability development opportunities that are responsive to regional needs*, and provides a means for meaningful engagement in regional initiatives. QASEL's Professional Learning Grant submissions are considered at quarterly state council meetings.

**Region:** [Far North Queensland](#)

**Program Title:** [Restorative Practices by Margaret Thorsborne](#)

**Program Leader:** [Michelle Eriksson](#)

**Program Co-lead:** [Lisa Wright](#)

**How has this leadership priority been identified?** [Consultation with QASEL members and identified via PD Survey. Teams meeting to develop survey with QASEL Leadership Coach. Discussion with the HOSES who put the PD forward.](#)

**Brief description of the program:**

[Half-day professional learning opportunity on how the restorative practices process can be modified to suit students with disability and diverse learning requirements. This process covers restrictive practices and aligns with the Student Code of Conduct and the Human Rights Act \(2019\).](#)

**How does the program or initiative align to QASEL's Strategic Plan?** [See Strategic Plan highlights](#)

**Overview of how funding will be expended:**

[Lump sum of \\$2500 for facilitator preparation and presentation time for a half-day Professional Learning Opportunity. Free to QASEL members. Cost of \\$100 for non-members.](#)

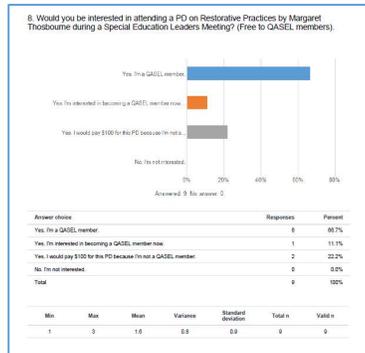
**Promotion of QASEL:**

- Photos / Screenshots of activities will be emailed to QASEL president with suggested text for publication on social media/QASEL newsletter
- QASEL will be acknowledged at regional events or activities
- QASEL visuals (~~banners~~/ logos) will be prominent where possible

- Other: **Non-members to be offered an opportunity to sign-up to QASEL in survey**

6. What professional learning could be helpful to support your development as a special education leader?

- Trauma informed practice
- Restorative practice
- RUCED transition to new model
- Culturally responsive learning for ATSI



**How will the programs encourage and grow QASEL membership?**

As above. The PD is mentioned specifically in a QASEL survey to the FNQ Special Education Leaders network which advertises that the PD is free to QASEL members and a cost of \$100 to non-members. A link is provided within the survey to join QASEL. It is likely that a growth of membership will occur as HOSES don't usually pay for PD at HOSES Meetings and it is known that QASEL have a reputation for presenting high quality PD.

**Reporting on outcomes:**

- A 1-page summary of the program and outcomes / progress, including photos, will be provided to QASEL president by end of Term 3 for inclusion in end of year QASEL Annual Report.
- Accountable officer will report back to QASEL State Council the outcomes and progress of the program as part of their regional report.
- Other:

Submitted to QASEL State Council by: **Lisa Wright**

Signed: \_\_\_\_\_

Date: **03/03/2022**

**Outcome at State Council:**

Signed: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

Region North Qld

Date 01/03/22

Councillor/s Claire Cheyne

**Local Issues and Hot Topics**

**School issues / COVID**

- Managing parents thinking forced vaccinations were going to occur.
- Misunderstandings and fear from families.
- Confusion about pop up vaccination clinics in school.
- Parents wanting to know if we can identify students or staff with COVID.
- Parent separation anxiety – entering classrooms and not wanting to leave – now resolved.
- Student enrolments pull out due to fear of attending due to COVID – home schooling or just not attending.
- \*Parents keeping students home has balanced out the staff at home isolating/with COVID in some cases.
- Survey of teachers away isn't capturing the full impact, teacher aides away due to COVID has a massive impact.
- Collapsing classes to manage as safely as possible.

**New Allocative Model** – Request for advocacy for information as soon as possible. At such a disrupted time, it is causing confusion around the transition arrangements and what needs to be done to prepare for the new model. We discussed starting to use the PL DDA section to store data about needs and adjustments if not already doing so. Avoiding creating additional unnecessary school and region-based processes that inadvertently increase workload. Schools shouldn't have to figure it out for themselves, a consistent process or recommended practice for PL DDA data requirements/ expectations would be supportive of schools.

**Regional QASEL Activities and Membership Trends**

- Stable membership.

**Celebrations**

- NQ Regional Councillor Claire Cheyne attended the first Regional Directors meeting with the local principal's association leaders with QASEL representation. At that meeting the issue of clarity for staff about the resource allocation review was added to the agenda for the term 2 meeting (once more information is available for discussion).
- Early discussions with Coach Caroline about potential Professional Learning opportunities for us to create for our region this year.

**Upcoming Events or Activities**

**Professional Learning Needs**

- Middle leadership
- NQ also offering a Middle Leaders course currently – sent out link 16/02/22
- Instructional coaching - Coach Caroline has run this previously
- Transitioning students into the workplace
- Trauma and grief – supporting students to manage
- Medication management and approaches for students – SSRN info regarding new procedure
- Support for parents to access services
- New funding allocative model

At an early glance there are opportunities to explore for both PD events/courses and collegial engagement/workshop style events on a range of issues of need/interest.

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region Central Qld**

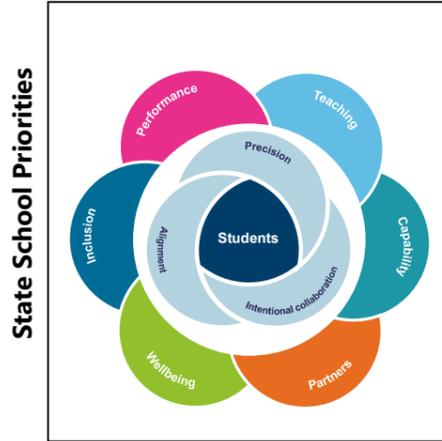
**Date 1/3/2022**

**Councillor/s** Erin King, Jenny McLeod

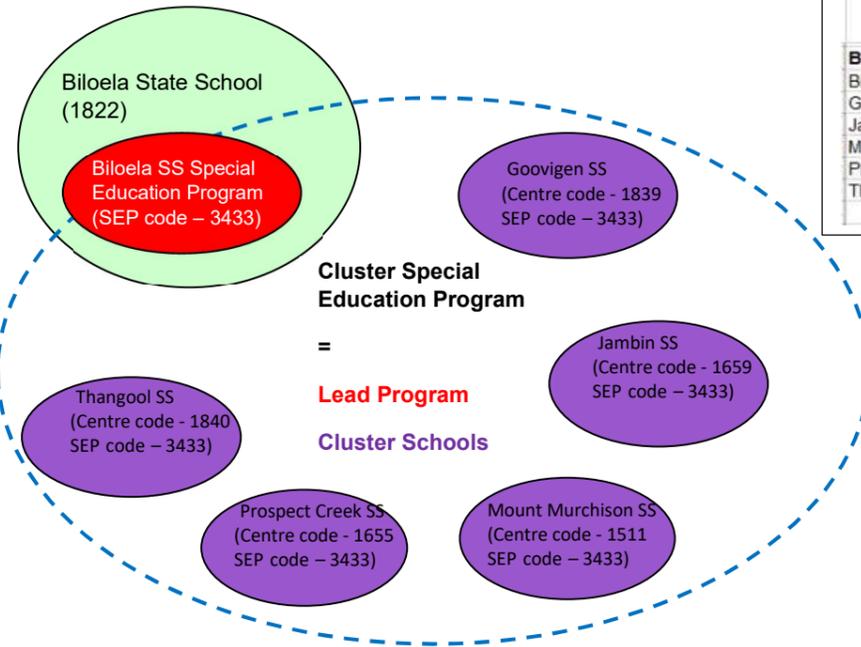
<b>Local Issues and Hot Topics</b>
<ul style="list-style-type: none"><li>• CQ Cluster HoSES Service Agreement – attached. I sent this to the union and they have informed me that it has not been negotiated with the QTU and is not a requirement for cluster HoSES in CQ or anywhere else. QTU also said that it looks more like a contract. I declined the offer to complete it.</li><li>• Enrolment decision making for special schools and the misalignment between decision makers, schools and parents including misalignment of implementation of practices between senior guidance officers.</li></ul>
<b>Regional QASEL Activities and Membership Trends</b>
<ul style="list-style-type: none"><li>• Initial meeting with Caroline to discuss professional needs within CQ.</li><li>• Survey sent out to CQ members to gather feedback for future direction of capability development and support.</li></ul>
<b>Celebrations</b>
<ul style="list-style-type: none"><li>•</li></ul>
<b>Upcoming Events or Activities</b>
<ul style="list-style-type: none"><li>• Gladstone HoSES network catch-up week 7 – 2pm via Teams</li><li>• Rockhampton HoSES network meeting – to be confirmed for term 2.</li><li>• Reminder to members to complete CQ survey.</li><li>• Collation of survey results to inform future direction for capability support and development.</li></ul>

To be presented at quarterly state council and submitted electronically to [president@gasel.org.au](mailto:president@gasel.org.au) and [secretary@gasel.org.au](mailto:secretary@gasel.org.au) prior to each state council meeting.

# Biloela Cluster – Biloela SS – HOSES Responsibilities, 2022



HOW we do it!



	Classroom SWD teacher allocation	proportion	days/year	hours/year
<b>Biloela SS (3433)</b>				
Biloela SS	1.4488	0.558346851	20.10	100.50
Goovigen	0.0220	0.00848632	0.31	1.53
Jambin	0.1583	0.061003472	2.20	10.98
Mount Murchison	0.2113	0.081442654	2.93	14.66
Prospect Creek	0.0484	0.018659234	0.67	3.36
Thangool	0.7060	0.272061468	9.79	48.97
	<b>2.5948</b>	<b>1</b>	<b>36.00</b>	<b>180.00</b>

## Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?

**Cluster Band 5 HOSES – 0.8 Host School** attached to SEP classroom teaching staff allocation 0.2 Administration + Consultancy + Advise to support all cluster schools, including the host school (this does not include a teaching load, this could be negotiated and paid for)

This will be negotiated for the 40 days of HOSES support over the year. 4 days will be allocated to Regional HoSEs days with the remaining 36 days for school support.

## Considerations for HOSES teaching load.

- Modelling strategies and tailored supports
- Co-teaching
- Co-planning
- Intensive teaching programs

## Cluster HOSES Service Agreement

Principal: Matt Sahlqvist



AIMSStudentIndicativeRegistrationDownl



PersonalisedLearningSchoolSummary-f

SWD/NCCD Data:

SWD CT/TA FTE : 1.98 CT / 49.78 TA hrs

Focused Targeted Approaches for HOSES

Differentiated – whole school approach for HOSES

- 

Intensive – Individual Student Support for HOSES

- 

Term 1	Term 2	Term 3	Term 4
Commence NCCD Planning Phase	Commence NCCD Implementation Phase	Commence NCCD Validation Phase	Commence NCCD review and reflection phase
Support school in the process identification of students who are needing adjustments	Support schools with paperwork around Case Management, ICPs, Risk Management, ETC	Support schools with paperwork around Case Management, ICPs, Risk Management, ETC	Support schools with paperwork around Case Management, ICPs, Risk Management, ETC
Download AIMS data for cluster	Support school in implementing adjustments for NAPLAN	Support transition preparations for following year, in particular Pre-Prep and Year 6 to 7	Support transition preparations for following year, in particular Pre-Prep and Year 6 to 7
Support school in identifying students who need adjustments for NAPLAN			
Support SWD CT + CT with transition			
Support schools with paperwork around Case Management, ICPs, Risk Management, ETC			
Checklist Pupil Free Days Actions.docx                      Checklist Prior to Day 8 Actions.docx                      Checklist Term 1 Actions.docx	Checklist Term 2 Actions.docx	Checklist Term 3 Actions.docx	Checklist Term 4 Actions.docx

## HOSES Role Description and Negotiated Services

**HOSES Role:**  
 As the Head of Special Education Services, you will have responsibility for the following:

- Lead the school special education unit or special education developmental unit teachers, students and stakeholders to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students.
- Embed socially just practices in daily school life.
- Set high standards for student and staff performance.
- Are active participants in lifelong learning and ongoing professional development.
- Form partnerships with parents, other government agencies, and community groups.
- Are futures oriented and strategic.
- Understand the legislation and policies that impact on schooling especially in relation to students with disability.
- Manage the human, financial, facilities and curriculum resources of the unit to achieve goals.

**Negotiated Services:**  
 HOSES's undertake a range of activities to ensure support around diverse learners and Special Education, these include; administration of data and key dates, direct and indirect services to students; and service management and accountability activities. Some of these activities are undertaken in specific schools, across communities of schools, and with colleagues. During the planning process the cluster principals and HOSES will establish the school-based management of the service, this may include:

- Required attendance at meetings
- Designated school contact person for the HOSES
- Proposed timeline for negotiated plan
- Using data to establish frequency of contact
- Using data to identify capacity building
- Establishing a clear understanding of how the service will be delivered: in person, via a platform or by phone
- Desired tasks – universal, targeted or intensive to be undertaken with clear timelines
- Choice of delivery model i.e. Teams
- Timetabling availability

### Delivered Services

Service	<b>A</b> Collaborative Planning <b>B</b> Capacity Building <b>C</b> Teacher + TA Consultation <b>D</b> Whole Class Collaborative Program <b>E</b> Student Support Meeting <b>F</b> NCCD support	<b>G</b> AIMS data support <b>H</b> EAP support <b>I</b> Links to DoE services e.g. Therapy/Coaches/HOD LI <b>J</b> Resource support <b>K</b> Support families <b>L</b> File Administration	<b>M</b> Transition <b>N</b> Student Complex Case <b>O</b> <b>P</b> <b>Q</b> <b>R</b> Other
---------	--	--	--

Date	School	Service	Summary	Follow-Up/Outcome

XXX – HOSES: \_\_\_\_\_ Date: \_\_\_\_\_

XXX – Principal \_\_\_\_\_ Date: \_\_\_\_\_



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region:** Darling Downs South West

**Date:** 04.03.2022

**Councillor/s:** Glenn Gatehouse

<b>Local Issues and Hot Topics</b>
<ul style="list-style-type: none"><li>• Challenging start to the year – COVID-19 impact, uncertainty, flexibility required</li><li>• Day 8 – the uncertainty of student attendance on the day (COVID-19 implications, parent decision)</li><li>• Communication – a filtration process appears to be occurring at a regional level. This is causing misinformation and confusion for those in schools</li><li>• Uncertainty around EAP process – this is causing angst around funding/job security</li><li>• I4S purpose – mixed messages given around the use of this funding</li><li>•</li></ul>
<b>Regional QASEL Activities and Membership Trends</b>
<ul style="list-style-type: none"><li>• Hopefully a gain of one member</li><li>• Challenge – Participation of members</li></ul>
<b>Celebrations</b>
<ul style="list-style-type: none"><li>• Working with coach Caroline – developing a couple of strategies to increase participation and networking for DDSW QASEL members</li><li>• Facility investment in both special schools</li><li>• DDSW region investment in ECDP HOD</li></ul>
<b>Upcoming Events or Activities</b>
<ul style="list-style-type: none"><li>• DDSW QASEL network meeting</li><li>• Glenn linking in with DDSW PEO's to have time at the next HOSES meeting – promoting QASEL membership/participation</li></ul>

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region:** North Coast

**Date:** Term 1

**Councillor/s:** Janet, Lynne, Nick

<b>Local Issues and Hot Topics</b> <ul style="list-style-type: none"><li>• NCCD – Concerns about what it looks like and the marking of categories when recording in oneschool</li><li>• Replacement of staff through this first period of school</li><li>• Replacement of leadership</li><li>• PTT query in terms of suitable teachers to replace</li></ul>
<b>Regional QASEL Activities and Membership Trends</b> <ul style="list-style-type: none"><li>• QASEL connection with Caoline to begin to look at staff capability and leadership (Janet attended via teams)</li><li>• Reminder of QASECON dates</li><li>• Strategic Plan review</li></ul>
<b>Celebrations</b> <ul style="list-style-type: none"><li>• Most number of members to the regional meeting!</li></ul>
<b>Upcoming Events or Activities</b>

To be presented at quarterly state council and submitted electronically to [president@gasel.org.au](mailto:president@gasel.org.au) and [secretary@gasel.org.au](mailto:secretary@gasel.org.au) prior to each state council meeting.

## QASEL / NCSSA Leadership Program

As Chair of the North Coast Special School alliance (NCSSA) I write to formally thank QASEL for their vision and support of our 2020 Leadership program.



**STATE-WIDE Inclusive Leadership for Middle Leaders & Deputy Principals**

The Inclusive Leadership for Middle Leaders and Deputy Principals program builds the capacity of current and aspiring middle leaders and deputy principals to play a pivotal role in both driving school improvement and preparing leaders for the future.

**Phases begin Monday 14 September 2020**

Registrations close Friday 11 September 2020 | **\$1500pp<sup>+GST</sup>**

Participants engaged in the QELI **Inclusive Leadership for Middle Leaders & Deputy Principals Program** - a six-month online program that focused on strengthening the capacities of Middle Leaders and Deputy Principals. Through this program participants engaged in close exploration of the knowledge, skills and confidence to lead and develop others for effective leadership of inclusive school communities.

Drawing upon the latest evidence-based insights, this program assisted in building mutually supportive, reflective and professional collegiate groups.

Through the support of QASEL, the NCSSA believes our joint collaboration supports the quality, quantity and diversity of our future leaders as outlined in **DET Leadership Strategy**.

<https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/trainingdevelopment/Pages/leadership-strategy.aspx>

As an Alliance we believe we have a moral obligation to not only do our “regional business” but to support the system and growth of our future leaders. Once again I thank QASEL for their foresight in contributing to this program.

### Contribution from QASEL

- Co-contribution to the course fee - \$5250

### Contribution from North Coast Special Schools Alliance (NCSSA)

- The North Coast Special Schools Alliance (NCSSA) managed the selection process for the participants which required Principal approval.
- There was a co-contribution from the participant’s school for 50% cost of the program
- Schools of successful applicants were provided reasonable release time to support requirements for the program – negotiated between Principal and participant
- Principals from the NCSSA made themselves available to participants to help fulfil program requirements

### Participant Feedback

Feedback has been sourced from the participants and was centred around the three pillars of QASEL – Leading, Linking and Learning. Below is a summation of feedback received and a brief synopsis of each participant’s project work.

### QASEL / NCSSA Participant Feedback

#### Synopsis of participants Project Work

1. Implementing wellbeing and regulation processes through the PB4L framework to lower rate of Major incidents – AIP target 85% of students accessing only tier 1 supports. Personal leadership behaviour is to develop skills in robust conversations. Specifically, this looks like ‘closing the loop’ with staff’, including seeking follow up conversations, checking in after difficult conversations, and actively seeking the viewpoints of those who are resistant.

2. Analysing school data, I identified that there were a percentage of students receiving below a C or an N on their reports. Through a case management process, one of the blockers identified was their attendance. My project (LCAP) was to improve student attendance to increase academic achievement.
3. My LCAP is focused on distributed leadership, implementing our whole school collegial engagement framework to build shared accountability, capability, and collaboration across the school.

## **Feedback from Participants**

How do you believe the program you have engaged in has supported QASEL's three pillars of Leading, Linking and Learning to develop and sustain quality and innovative leaders in disability and inclusive education.

### **Leading**

- The QELI course has provided a number of frameworks to support leadership. Development and reflection of your own core values has been particularly useful in ensuring your leadership strategy remains targeted, and you are able to stick to the course. The coaching sessions I also found very valuable, as an external viewpoint can always give you insight you might not otherwise have.
- A lot of the pre-reading was based on various leadership attributes. I found the readings very insightful and challenged some of my thinking. The results of my Genos 360 review was particularly powerful in that I was able to see how five of my colleagues viewed my leadership and pinpointed a particular area of improvement. I also believe that the course gave me time to reflect on my leadership and the future direction my career will take.
- Provision of opportunities to feedback throughout course ensured content targeted the needs of participants.
- Course included speakers from DoE each fortnight which ensure a strong link to the strategic direction of DoE.
- Advocacy for inclusion and 'at risk' groups throughout course.

### **Linking**

- One of the best aspects of the program was being linked with approximately 120 other leaders. Each time I went to a breakout group, I made connections with other leaders across Qld. We were able to share practice and it was interesting to see the path to inclusion mainstream schools we using. It was also so good for me to hear the struggles we all face with leadership are very similar in every school setting.
- Provision of opportunities for participants to share knowledge, expertise, and experiences across the state / region highlighted commonalities and allowed opportunities for linking outside of structured course time.
- A number of participants utilised the platform to ask questions and seek advice from the group.
- Provided an opportunity to build connections with various DoE regional staff - very positive element of course.
- 'Break out' conversations with consistent groups of people allowed for depth of conversation.
- QELI staff very supportive – offered additional support, coaching or mentoring where required. This was noted by various course participants.
- Our regional support person was helpful in connecting our group, feeding forward challenges or concerns, and ensuring we had the information we needed.

### **Learning**

- The QELI program provided many opportunities and external resources to support your own, ongoing learning and research.
- The readings, coaching sessions, video clips etc were on the whole, very good. It was great to be exposed to so many different leadership examples. I particularly enjoyed the parts of the units of work based on emotional intelligence and resilience. I have used some to the activities with the leadership team at my school.

- I know that the course has left me with valuable tools that I can refer to in future.
- Course exhibited strong links between DoE Policy, improvement priorities and leadership learning – this ensured content was meaningful.
- Capability building through sharing current and influential thought leaders in the field of education and leadership.
- Coaching – highly beneficial element of program.
- Maintained a key focus on wellbeing of leaders and practical strategies they can put in place to be more effective, manage leadership challenges and build resilience.
- Learning from the course will be ongoing. The content was well organised and allows participants to go back and refer to relevant sections as required.





## Queensland Association of Special Education Leaders Leading Linking Learning

Region - Metropolitan

Date 24 Feb 2022

Councillor/s: Alastair Hanna, Tony Egan, Megan Cameron

### Local Issues and Hot Topics

#### Regional Teams Meeting

NCCD - What will the quality assurance process be like? How will schools compare and how will decisions be moderated? In turn how will resources be affected? *(Department are aware of that and Ric thinks the Department will respond to that)*

I4S - Concern about I4S being quoted as a funding source for SWD at a regional level where as there is a common understanding that it is for targeted intervention

#### Regional Survey

##### **Staffing and workload**

- Managing the admin workload with a teaching load. Trying to find time for strategic work and decrease management tasks.
- The uncertainty of the move to NCCD funding, particularly what record keeping will be required to demonstrate the level of support required for a student
- Delays in construction project; difficulties in identifying suitable teachers or any teachers in fact, to fill gaps; deputy principal working at home owing to COVID risks; curriculum framework development to match 3 levels of planning; navigating agile ways of meeting mandates and prescriptive requirements
- Quality new staff hard to find
- Operational vs strategic planning balance
- Staff expertise - not having sufficient staff with disability training/understanding
- More shared practice around the way we do things rather than constantly re-inventing things that occur in each school e.g. AARA processes, NCCD in school processes
- Staff engagement during meetings
- Lack of staff, both teacher and teacher aides
- Time demands and necessary reactive business pulling away from key strategic work
- Only having my staff to work with SWD students for short periods of time, not having allocated number of teachers for the SWD section
- Aligning school processes/ policies with system policy/ process
- Consistently committing to timetabling to be offline to support staff in the context of already stretched human resources (due to pandemic and now flooding)
- Supporting teacher aides when their working hours differ to teachers and may already be maxed out with ADO. Staff meetings are already clogged up with competing school priorities.
- New GO in school; further understanding of how NCCD funding will work
- Availability of staff
- Large classes, staff shortage
- Time... always more time. Support. Professional development
- the start to the year - COVID and now the floods \* expectations around workload - no allowances being made, same amount of work just crammed into a shorter timeframe

##### **Facilities**

- Old buildings being patched up and continually paying for jobs to be done again in relatively short period of time due to main cause not being fixed e.g. roof
- Fatigue to all staff due to loss of equipment and damage to facilities due to ongoing flooding
- Inadequate facilities for needs

#### **Parents**

- Parent challenges particularly questioning updates to policy/procedures they may not be aware of
- Well-being of students and families challenging

#### **Opportunities**

- More leadership opportunities
- No AVT career progression options

#### **Inclusion**

- The lack of people power on the ground to support the inclusion of our students. Many wonderful ideas, but not enough people to implement as effectively as I would like.
- School leadership understanding inclusion
- Teachers supporting inclusion are spread very thin.
- Role clarity DP Special Education vs Inclusion. School leaders need to understand the significant increase in leadership/management//work required when expecting to oversee the whole Inclusion Umbrella.

#### **Students**

- Significantly disengaged students-regional support with school refusers or disengaged
- How can we ensure that we are constantly improving our practice to improve the lives of our students? Keeping up with evidence-based practice is so important and takes a lot of time
- DoE implementation of the Australian Curriculum at times feels like our students and their highly individual and complex needs are not 'seen' in this process
- TA hours - ADO / timesheets / maximised hours taking away support from the classrooms

#### **Wellbeing**

- Staff member who is continually breaking code of conduct however the process is more traumatic to the other members of the staff and there is no impact on that staff member from continuing the same behaviour
- Personal challenge in being one of the very few teachers with experience in supporting students with disability, leading to feeling like only person 'carrying the burden' of supporting those staff keen to grow in this space of inclusive practices
- Improving my mental health and finish my next degree
- Being reactive in leadership - constantly in that space lately
- Not being able to meet together as teams or whole school both staff and students
- Personal challenge of managing time and connections with people across roles
- It is difficult in the current climate, as things both at school and home can change so quickly due to circumstances out of my control

#### **Regional QASEL Activities and Membership Trends**

*Team meeting participants - 21*

*Survey responses – 29*

### Regional Teams Meeting

- Caroline de Hennin provided some PD for Special Education Leaders and Aspirant Leaders last year and it was really successful. \$500 for 2 days and half price if you join up.
- Following the Teams meeting a survey was sent to members to give more ideas about what else we can do in the region
- Suggestion - maybe a future topic could be something like AITSL standards around leadership- Conversational intelligence, feedback culture (e.g. Feedback – making sure conversations and feedback culture lead on to student outcomes)

### Regional Survey

- Leading successful teams
- Conversational intelligence, feedback culture
- Simon Breakspear - Agile Leadership/Agile thinking and working from a systems perspective
- Hoping the region's 'Leaders of Inclusion' will be beneficial as I have recently started in my new roles. It would also be great to set up some form of mentoring system that supports new leaders
- M4 moderation processes and pedagogical practices
- Supporting PI students, technology training, deaf and vision impaired training support
- Training for teacher aides including technology
- Building trust in teams, opportunities to be paired and work with another person from another similar school
- Watching other work. Being relieved to watch, collaborate with other special education leaders.
- leadership
- Selective Mutism
- Teenagers with disability- disengagement in senior years. (I don't care syndrome).
- Keen to learn more about how engaging ways to support learning and connection via remote methods (Teams).
- Middle Leaders Support along with networking opportunities
- Teacher aide hours and usage needs to better support both teachers and students. Processes, policies and curriculum made to realistically meet teacher and student needs.
- WH&S advisor being a recognised role and the work load recognised and supported

### **Celebrations**

#### Regional Teams Meeting

- Red Hill Special School doing great work and collaborating with other schools – school data collection and the way teachers use it for real for the next steps in learning. Data dashboards for teachers that are interactive and authentic. Shows the progress of students. Hopefully showcasing at QASELCON.
- Ric Day is celebrating the great work of leaders in this sector because of the calm demeanour across the state. Seemed to be a smooth start to 2022.
- Robyn Winchester at Macgregor SHS – great success with a challenging young man in Yr 7 (Complex Case). Great progress in a few weeks.
- Sandy Kinsella (Stretton State College) Young man who attended poorly last year and he is now on graduated entry but he is attending until midday each day. A great and successful transition to full time again by about week 7.
- Launching new course for QCIA (Non-certified) and working with Sunnybank Special School
- Melissa (Goodna Special) 9 new teachers in the school but still a very smooth start to the year
- Claremont Special School has 11 new teachers but a great induction program in the school to support these staff

- Carmel Cooper – Services are broadening to incorporate special schools working with Transition Officers. Capacity building and intentional collaboration is building.

#### Regional Survey

- The communication from QASEL has greatly improved
- Staff, students, acknowledgement of our faculty within the school (this has been rare), small steps of progress which are huge steps for some (staff and students), acknowledgement of the SEP staff by parents
- Student engagement
- Our programs family-centred practice, supporting successful transitions to school, supporting communication development.
- Teamwork, training opportunities, unified strategies, support from regional ARD, flexibilities, collaboration with other agency professionals and Queensland Children's Hospital, families and wider community, local focus on safety and wellbeing, collaboration with and support from P&C and School Council, curriculum specialists co-teaching with special educators
- Feeling like I'm making an impact on practices which support student success
- Starting fresh with a new team with clear direction and purpose
- Student leaders selection, new students into senior school new year 10s
- Identified preferred career pathway. Constructed selection criteria responses and understand how to modify to suit applications. Currently sector leader. Working with a good team. Finally have some personal health answers
- Seeing students thrive when inclusion is done right
- Working in a school with highly diverse, supportive programs. A fantastic team - Principal, Deputy Principal Special, SEP teachers and teacher aides. Seeing our students with disabilities reach their potential and grow and develop.
- Continuing to grow in my role
- Improved strategic planning with LT
- Delivering engaging meaningful PDs and meetings
- Good planning = better outcomes for teams and students
- The connections with the students. Building relationships and positively engaging learners.
- Student focused work - seeing how your work directly impacts on students observing staff growth
- Induction of new staff
- Inclusive practices have been running for several years and has become part of the everyday pedagogy. Behaviours this year are minimal.
- Enjoyed some additional time to support leaders and staff in the first few weeks of school. Shared priorities have meant some of my work can be duplicated/amplified across schools.
- Was able to put in place thorough induction process for new staff with the 'additional' two weeks at the start of the year. Teacher roles and class groupings (a lot of time spent on this last year) are paying off in terms of engaged classes. Good support structures in
- Working with a leadership team I respect and feel respected by, implementing a play-based pedagogy in my classroom, being part of changes at my school relating to providing meaningful learning to our students, continuing to roll out the use of ABLES in our school.

#### **Upcoming Events or Activities**

- TBA

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



## Queensland Association of Special Education Leaders Leading Linking Learning

Region \_\_\_\_\_SER\_\_\_\_\_

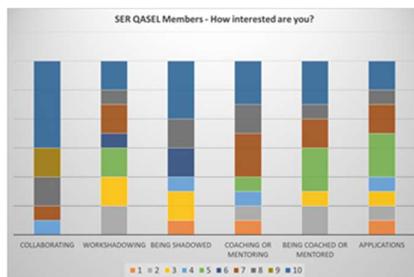
Date \_\_\_\_\_4<sup>th</sup> March 2022\_\_\_\_\_

Councillor/s \_\_\_\_\_Angela Armstrong, Kate Eldridge, Nicole Rouen\_\_\_\_\_

### Local Issues and Hot Topics

- Restrictive practices and food rewards in some ECEC settings that cannot be replicated in a state school make transitions extremely difficult
- Unrealistic parent expectations for use of restrictive practices
- Parent choice and access to special schools – they perceive Special Schools to be more secure or appropriate for SWD
- staff shortages due to COVID-19 in our teacher and TA team
- significant increase in FTE allocation but lack of personnel to fill roles
- Uncertainty about HOSES role with move away from EAP verifications

### Regional QASEL Activities and Membership Trends



It's been fantastic to have Coach Caroline come onboard! With her support we:

- surveyed members
- identified that most are eager to collaborate face to face
- have an equal distribution of people wanting to be mentored and those willing to mentor others
- affirmed that workload impacts upon engagement

The HOSES subcommittee has generated some extra excitement amongst some members and sparked a willingness to actively contribute to the association.

We welcomed Julie McDonald as a new member in SER. She is engaged with the ECDP subcommittee.

### Celebrations

- Loganholme SS welcomed a significant number of Prep students with disability – a testament to the great work we're doing in supporting transitions and partnering with local ECEC providers and ECDPs.
- Our survey showed that 1 in 3 members are willing to be shadowed by another member.
- Some honest feedback provided in survey of members:  
Thank you [regional councillors] for opening up QASEL to member voices over the past year in particular. Ric's leadership has certainly led to this ensuring that QASEL is more than just Special Schools. Still a long way to go, many people in cluster groups are not members as they still have the historical view that QASEL 'doesn't do anything for them'. I am trying to voice a connection to QASEL means you have a say in new policy or learn from others. Many say they 'were' members but the cost got too much for no outcomes on the ground.

### Upcoming Events or Activities

- Continued focus with Coach Caroline to plan and enact a Regional opportunity for members to collaborate.
- Analysis of survey results to develop some deliberate productive partnerships between participants. We will use these partnerships and connections to contact members directly to inform future reports and ensure that our efforts in SER reflect membership needs.

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.

State Councillors Whiteboard

Restrictive Practices

Parent Expectations

Special Schools – role collaborating with other schools

Parent choice of special schools - enrolment procedure – consistency?

Leading inclusion – inclusive expectations

Cluster HOSES – service agreement

Facilities

COVID /vaccination / attendance

Staff shortages and capability (regional areas) Leaders T and TA

Student and staff wellbeing

EAP / NCCD QA / timelines / funding and Day 8 / AVTs / messaging

Coach Caroline – Survey positive engagement – Mentoring

OV and Trauma

Transition post school

Workload

HOSES subcommittee / engagement / leading network meetings/catch ups

QASEL communications

I4S

Additional time at start of the year

ECDP

Regional meeting growing

Regional interpretation of central messages and processes

PD opportunities / surveys / Coach Caroline



## Queensland Association of Special Education Leaders Leading Linking Learning

Professional Learning

Caroline de Hennin ([pd@qasel.org.au](mailto:pd@qasel.org.au))

4 March 2022

<p><b>Leaders Learning Together:</b> <i>Explore and initiate new capability development opportunities that are responsive to regional needs.</i></p>	<p><b>Mentoring with Precision:</b> <i>Design and deliver contemporary mentoring programs for leaders at all levels. Use the group to grow the group.</i></p>	<p><b>Aspiring Leaders:</b> <i>Inspire and support the next generation of special education leaders through targeted professional learning opportunities and meaningful networking.</i></p>
<p><b>Current Reality: (0.2 = 6 days)</b></p>		
<ul style="list-style-type: none"> <li>• Defining <b>role</b> (three improvement strategies from strategic plan):             <ul style="list-style-type: none"> <li>- Leaders Learning Together</li> <li>- Mentoring with Precision</li> <li>- Aspiring Leaders</li> </ul> </li> <li>• Setting up <b>systems and process</b> for communication and sharing (including OneDrive shared documents)</li> <li>• <b>Initial conversations</b> with all seven RC teams</li> <li>• Followed-up with <b>differentiated support</b> for RCs, including some of the following:             <ul style="list-style-type: none"> <li>- Connecting RCs to action</li> <li>- Sharing information about <i>Linking and Learning for Special Education Leaders</i> (2-day course from Metro PL grant)</li> <li>- Example of and one-on-one support to complete the PL grant application</li> <li>- Discussion of options to hear member voices and support to consider processes of contact networks</li> <li>- Creation of member surveys (4 regions)</li> <li>- Reports and analysis of member survey responses</li> <li>- Reflective discussions about what to include in reports</li> </ul> </li> </ul>		
<p><b>Celebrations:</b></p>		
<ul style="list-style-type: none"> <li>• Connections with all regional teams</li> <li>• Co-creating the role</li> <li>• Additional information about member celebrations, challenges, connections</li> <li>• Phone-a-friend option</li> </ul>		
<p><b>Opportunities:</b></p>		
<ul style="list-style-type: none"> <li>• Continue what's working well, plus:             <ul style="list-style-type: none"> <li>- Discussions to reflect on <b>survey data</b>. So what? Now what?</li> <li>- Considering ways to represent a <b>member database</b> of strengths and areas for development – (some reflections from survey)</li> <li>- <b>Professional learning</b> – how to <b>increase engagement</b> from your audience</li> <li>- Support for <b>workshop EOI</b> – How do I turn my work into a workshop? – Newsletter</li> <li>- Side note: Sparking connections (spark points/plugs/arcs – some clever name) 2 – 5 minutes between conference speakers for <b>reflection and connection</b></li> <li>- <b>Aspiring leaders</b> – application process</li> <li>- <b>Coaching/conversation PD</b> in your region</li> </ul> </li> </ul>		
<p><b>And what else? What else could I be doing to support professional learning for members?</b></p>		
<ul style="list-style-type: none"> <li>•</li> </ul>		

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



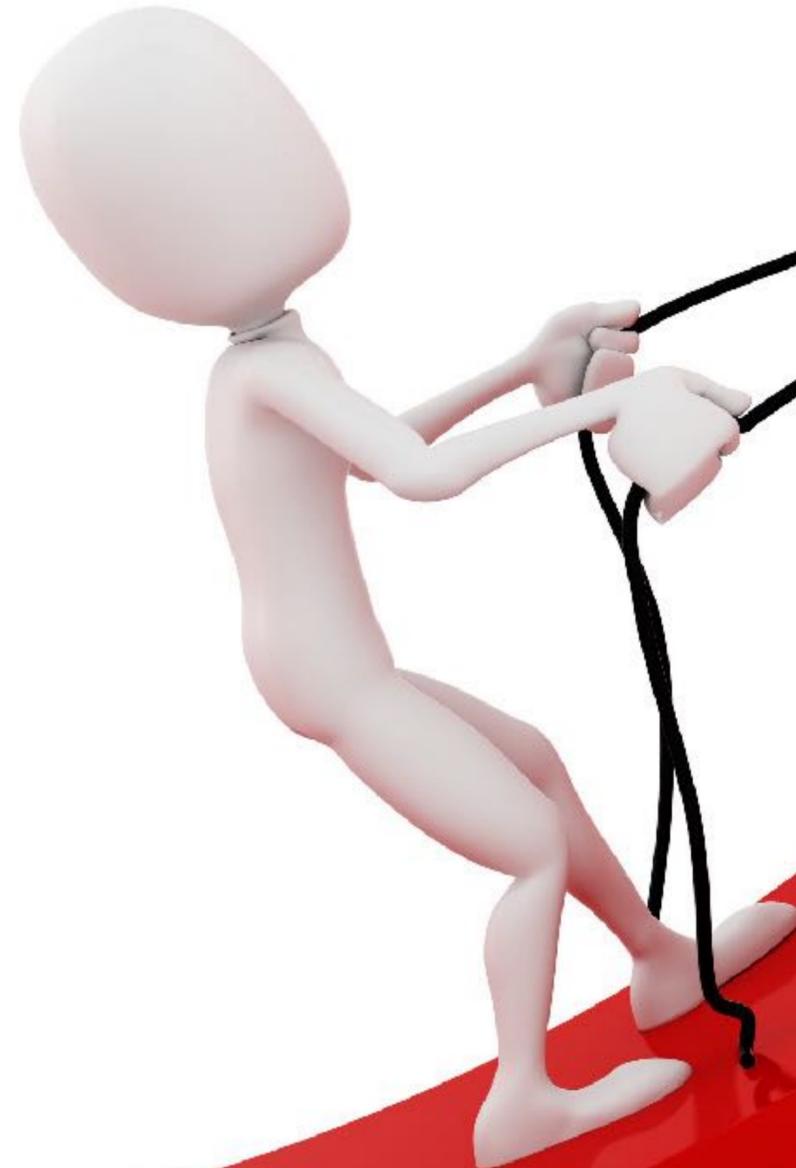
# Leadership has a **MASSIVE** Impact on School Effectiveness



*Steve Francis*  
HAPPY SCHOOL

“How employees feel about their leaders is a better predictor of satisfaction and performance than any other factor.”

*Blount, 2012*





The number 1 factor in staff morale is leadership

*Blount, 2012*

**It is essential that leaders are...**

**CLEAR**  
**CONSISTENT**  
**ALIGNED**

**BUT leaders are TIME POOR!**



School Leadership Sprints are SHORT, SHARP video prompts designed specifically for leaders in schools. They provide practical and actionable strategies to enhance the leadership capabilities of school leaders and increase alignment and clarity.

Sprints are fast-paced and delivered in 10 minute videos bursts because time is valuable to leaders. The standalone topics build leadership capability and the alignment of individual leaders, your leadership team and aspiring leaders.

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#### Setting the Year Up For Success

Each year is a fresh opportunity in schools. In setting up for success this year, what needs the attention of your leadership team? If leaders could be just 1% more effective it has a leveraging effect on all staff. This session helps your team get clarity about what needs to be a priority this year.



#### First Things First - Prioritising that works

Schools are busy places and time is a precious commodity. There is often too much TO Do and not enough time to get it all done. It is vital that leaders in schools prioritise and use their time well. In this session we unpack a key process for prioritising the work we need to get done.



#### High Functioning Leadership Teams

The members of high functioning leadership teams are aligned, use their time well and are open and honest in their communication. In this session we unpack the four essential elements of the High Functioning Teams model. Which aspects do you do well and where do you need to focus your attention?



#### Meetings – Making Sure They Are A Good Use of People's Time

It is vitally important that the time we spend in meetings is a good use of people's time. In this session we revisit the vital aspects of effective meetings and use the framework to reflect upon our meetings and identify where we can be both more effective and more efficient.



#### Time Efficient Line Management Processes

It is vital that the line management processes in schools are both effective and time efficient. This session includes a tight timeline for a 30 minute one-on-one line management meeting that ensures that both parties agree priorities and are aligned.



#### 5 Essential Elements of Leading Effective Change

Leading the implementation of school improvement strategies is often the key work of school leaders. Leaders should understand and carefully plan for the 5 essential elements for leading effective change. In this session, we unpack the 5 elements and identify the side effects experienced if we miss one aspect.



#### Crystal Clear Role Clarity

Position descriptions are often so generic and all encompassing they fail to provide clarity about what each leader is responsible for. Using the format that is shared in this session, each leader will be crystal clear on what the key aspect of their role is and what outcomes they are responsible for.



#### Mastering Difficult Conversations

As leaders we sometimes have to have 'difficult conversations'. Our impact as leaders can depend on our ability to have effective conversations. In this session we follow a clear process to prepare for a difficult conversation.



#### Getting Traction - Turning Goals Into Action

Achieving the goals that we set each year is dependent on successfully unpacking the key actions required to achieve the outcome we are aiming for. In this session, we use the Priority Planning format to plot out and plan the actions necessary to successfully achieve our goals.



#### Having Great Impact Using the 80/20 Rule

There are a critical few and trivial many tasks that leaders in schools undertake. Identifying and protecting the critical few tasks that lead to most of your results is essential, especially when we are busy and have so much to do. Understanding and utilising the 80/20 rule is powerful.



#### The Power of Living the Reputation You Want to Have

If you asked the people you work with for three words to describe you, they would come up with them in a nanosecond. Are they the same three words that you would like them to say? Living the reputation you would like to have is a powerful way of making a deliberate choice in our leadership behaviours.



#### Email Overload

Email was supposed to save us time and be an effective communication tool. However, many leaders are overloaded in email and it is having a negative effect on their productivity and well-being. In this session we unpack the well-researched strategies for managing the email tiger.



#### Multi-tasking Isn't the Answer- What should you do instead?

With so much to do many leaders feel they have to multi-task to survive. However, research shows that multi-tasking takes additional time and adds cognitive load. In this session we test the theory and provide an alternative approach that gets more done.



#### Unlocking Your School Culture

Building a positive School Culture is the key work of leaders in schools. Unlocking the optimal culture requires leaders to be constantly monitoring the 3 key aspects - staff, students and parents. Which aspect currently needs your attention? In this session we use an instrument to reflect on the key aspects of the optimal school culture.



#### Well-being Managing Others' Well-being

Whilst staff in schools should be responsible for their own well being, the number one factor impacting staff morale is leadership. In this Sprint we unpack key strategies that leaders can implement to boost staff morale.



#### Are You Leading or Managing? What's the Difference?

One of the age old debates in leadership development is what is the difference between leadership and management. It is vital that school leaders work on BOTH operational and strategic levels to ensure their school operates effectively and achieves it's school improvement goals.



#### Utilising Your Strengths – watching out for your blindside

In highly effective schools, each leader is aware of the strengths and talents they bring. Identifying, understanding and utilising your strengths is important. Highly effective teams have coverage of the four domains - Executing, Influencing, Relationship Building & Strategic Thinking. Does your team have a blindside?



#### Building Trust is #1 Leadership Skill

Schools are people places. The ability to build trust is the #1 leadership skill. Trust impacts on the quality of every relationship, every communication and every situation we face in schools. Building trust is vital! Having good intentions is not enough. It is behaviour that counts.



#### Effectively Managing Resistance to Change

Schools are in a constant phase of change. Effectively managing resistance to change is one of the challenges facing school leaders. There are 7 reasons why change processes fail and each one can be avoided. School leaders need to know and cater for the predictable stages of concern.



#### Differentiating Your Leadership

Leaders should differentiate their leadership style to suit the people they are leading. This session focuses on choosing the correct leadership style to suit the needs of the situation and the people being lead. Should you be Directing, Coaching, Supporting or Delegating?

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*Steve Francis*  
HAPPY SCHOOL

# New kindergarten reform package



**KINDY** counts

[www.qld.gov.au/kindyfunding](http://www.qld.gov.au/kindyfunding)



**Queensland**  
Government

## New Kindergarten Funding Scheme

From 2023, the State Government will invest over **\$211 million** to support all children to take part in a kindergarten program in the year before school.

This investment is the **most significant recurrent funding injection** for early childhood in Queensland in a **decade**.

It will help change the lives of more than 58,000 Queensland children and their families, delivering access to affordable kindy programs and supporting more than 2,000 kindergarten services.

This funding will:

- improve educational outcomes
- increase participation and attendance of all children in Queensland (especially vulnerable & disadvantaged, Indigenous, Disability)
- target funding to children who need it most
- improve inclusiveness of services
- address affordability for low/middle income families.

## Key features

*The New Kindergarten Funding Scheme focusses on affordability, improved access, inclusion and educational outcomes for Queensland children.*

- Increased investment from 2023 – more than **\$211 million annual state government** investment with total investment to exceed **\$304 million per financial year** from 2023-2024 including Australian Government funding.
- New \$19 million Inclusion Support Scheme for kindergartens to support children who have disability or are developmentally vulnerable in both community and long day care kindy.
- Improved affordability targeting more than **40,000 families** in community and long day care kindy, will benefit from reduced fees



## Key features *(continued)*

- Free kindy – Government will work with the sector to ensure up to **14,000 vulnerable and disadvantaged children** receive free access to kindy.
- Expand Kindy uplift – an extra **530 long day care kindies benefiting 14,000 children** to improve educational outcomes. This takes the total to **930**.
- Regional and Remote - **Increased funding for over 300 regional and remote** community and long day care kindy's to attract and retain qualified early childhood teachers and help with viability.





## Keeping kindy affordable

New subsidies to improve affordability, particularly for low and middle income families

Address equity for low and middle income families using community kindy that do not have access to Child Care Subsidy to reduce out-of-pocket costs – through new base subsidy.

- Increased and better targeted affordability subsidies
- Will reduce fees for over 40,000 families attending community kindy and long day care to access Kindy
- Work with sector to ensure up to 14,000 of our most vulnerable and disadvantaged children receive free kindy access in both community and long day care kindy



## Kindy for all abilities

New funding scheme to build capability of approved community and long day care kindergarten providers to support participation by eligible children with a disability or suspected disability.

- New \$19 million Inclusion Support Scheme will replace the existing Kindergarten Inclusion Support Scheme for community Kindergartens and will also apply for the first time to long day care kindy services.
- The Department of Education will consult with the sector on the design and implementation of the new scheme.



## Expansion of Kindy Uplift

Expanded Kindy Uplift program to address the educational need of more vulnerable children in all kindy settings to improve children's longer-term educational outcomes.

- The Kindy Uplift program will be expanded and become an ongoing program from 2023. An extra 530 long day care kindy services covering around 14,000 children will be eligible to join the program.
- The extra 530 LDC services have been selected using the same data and methodology as those already in the program.

## Next steps

The Department of Education will consult with the sector and provide information and guidance to service providers and families through a comprehensive and coordinated implementation plan.



**Targeted  
Focused  
Inclusive**