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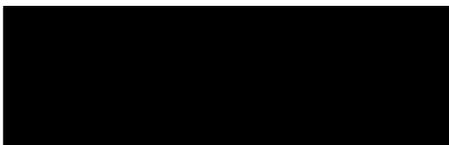
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**CHILD SAFETY COMMISSION OF INQUIRY**  
**STATE OF QUEENSLAND**  
**PROACTIVE STATEMENT NO.17**

**STATEMENT OF HAYLEY STEVENSON**

I, **Hayley Stevenson**, care of Crown Law, Level 11, 50 Ann Street, Brisbane, Assistant Director-General, Department of Education in the State of Queensland state as follows:

1. I am employed as the Assistant Director-General, Student Support in Queensland's Department of Education (DoE). I commenced working in DoE in 2002 and was appointed to my current position on 22 May 2023.
2. I have a Bachelor of Behavioural Science (Major in Psychology), and an Executive Master of Public Administration.
3. As Assistant Director-General, I am responsible for the development and delivery of policy, strategies and services aligned with relevant legislation to support student wellbeing, student protection, student engagement, student behaviour, youth justice, and the inclusion and support of students with disability in Queensland State Schools. I am also a member of the Queensland Family and Child Commission's Child Death Review Board.
4. This statement is provided to the Commission of Inquiry into Queensland's child safety system on behalf of DoE.
5. DoE is responsible for the establishment and operation of Queensland Government schools under the *Education (General Provisions) Act 2006* (the General Provisions) and the regulation of non-state schools under the *Education (Accreditation of Non-State Schools) Act 2017* and via its representation on the Non-State School Accreditation Board. DoE is also the regulatory authority for early childhood education



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and care (the Early Childhood Regulatory Authority) under the *National Quality Framework* and the *Education and Care Services Act 2013*.

6. DoE comprises a central office in Brisbane, eight education regions, and 1,266 state schools.
7. The eight education regions include:
  - South East Region;
  - Metropolitan North Region;
  - Metropolitan South Region;
  - North Coast Region;
  - Central Queensland Region;
  - Darling Downs South West Region;
  - North Queensland Region; and
  - Far North Queensland Region.
8. DoE delivers primary and secondary education for 567,806 students in Prep through to Year 12 across 930 primary schools, 196 secondary schools, 94 Prep-12 schools and 46 special schools. This includes seven schools of distance education and three education and training centres located in the Brisbane, West Moreton and the Cleveland Youth Detention Centre. DoE also provides education services at the Wacol Youth Remand Education Support Hub and Caboolture Watchhouse Education Support Hub.
9. Each state school is led by a Principal who has the support and oversight of a School Supervisor based in one of DoE's eight regional offices, which are overseen by a Regional Director.
10. Divisions within central office, the regions, and schools have different functions and responsibilities that jointly contribute to achieving the objectives of the General Provisions (section 5), the Strategic Plan 2025–29 and the education strategy *Equity and Excellence: realising the potential of every student*.
11. Central office divisions operate at the whole-of-state level, providing strategic and operational guidance to regions and schools to support delivery of responsive services aligned to the strategic direction. This includes:

  
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- a. developing frameworks, policies and procedures, and systems to support schools and staff to meet legislative requirements;
  - b. coordinating resourcing and support in relation to curriculum, teaching and learning, student support , educational leadership and teaching expertise, and educational performance improvement;
  - c. high quality people, information and, communication, financial, procurement and facilities related services, advice and systems; and
  - d. implementing of a range of strategic education initiatives.
12. Regions support schools by implementing state-wide policies and programs, tailoring services to the needs and strengths of all families, learners, school leaders, teachers and school support staff, acknowledging the varying contexts within each school.
13. Schools deliver education to their school community, and are supported by their Regional Office teams and central office divisions. Regions and schools make local decisions when delivering services to allow for differences in context, such as geographical location, community and demographics.
14. Since 2024, DoE has made early childhood education available to all Queensland children through funding to non-state kindergarten providers, and the provision of state-delivered kindergarten in areas when an external provider is not accessible. In 2023-34, SDK was delivered across 137 locations, ensuring more than 850 children receive a strong start to their learning journey.
15. DoE also offers eKindy, a kindergarten program by distance education where children are unable to easily attend an SDK or early childhood service due to distance, a medical condition or itinerant lifestyle. In 2023-24, the program supported over 150 children to access an ‘at home’ kindergarten program for 15 hours per week, 40 weeks per year.
16. DoE plays a regulatory role in the provision of home education in Queensland through Queensland Home Education (QHE). The home education system is currently undergoing reform in response to recommendations in the September 2024 *Home Education Unit Review Final Report*. The recommendations are being implemented in

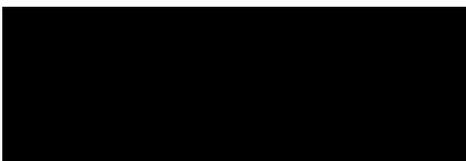
accordance with the *Queensland Government response to the Home Education Unit Review*, and will extend the role of DoE and its QHE to include a support function and enhanced communication and collaboration with families engaged in home education.

### **DOE's role in Queensland's child safety system**

17. Child and student protection and safety is an enterprise risk for DoE, and as such is an area of lowest risk appetite. It recognises that early childhood settings and schools play a vital role in safeguarding children through the provision of safe, inclusive and supportive learning environments where children can thrive.
18. DoE works in partnership with the Department of Families, Seniors, Disability Services and Child Safety (Child Safety) and a range of other government and non-government entities to identify and meet the support needs of Queensland children known to the child safety system.
19. This takes place through a legislative and policy framework supported by a suite of DoE procedures, programs and resources focused on protecting the safety and wellbeing of children and young people. DoE also invests in a range of training and specialist support to assist its staff to understand and meet their student protection responsibilities and provide support to students and families.

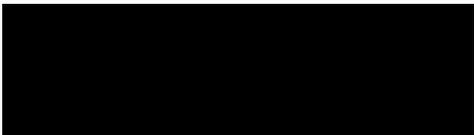
### Student protection reporting

20. All employees of Queensland state schools must comply with mandatory reporting responsibilities under Part 10 of the General Provisions, the *Child Protection Act 1999* (CP Act) and the *Criminal Code Act (Qld) 1899* (the Criminal Code).
21. Under sections 365 and 365A of the General Provisions, a school staff member must immediately make a written report to the Principal or the Principal's supervisor when they become aware or reasonably suspect the sexual abuse or likely sexual abuse of a student under 18 years. The Principal or the Principal's supervisor must immediately give a copy of the report to police and, if the report is about abuse by an employee of a State school, a copy to a person nominated by the chief executive.
22. Under section 13E of the CP Act, a doctor, teacher, registered nurse, police officer, a person engaged to perform a child advocate function under the *Public Guardian Act*



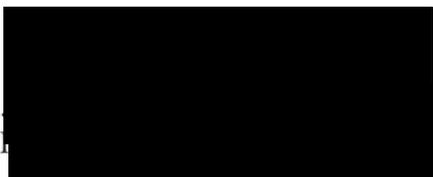
2014 or early childhood education and care professional must make a report to Child Safety when they reasonably suspect a child has suffered, is suffering or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse and may not have a parent able and willing to protect the child from harm.

23. Under section 229BC of the Criminal Code, it is a criminal offence for an adult who gains information (that causes the adult to believe on reasonable grounds, or ought reasonably to cause the adult to believe) that a child sexual offence is being or has been committed against a child by another adult (and at the relevant time, the child is under the age of 16 or is a child with an impairment of the mind) and the adult fails (without reasonable excuse) to disclose the information to a police officer as soon as reasonably practicable after the belief is, or ought reasonably to have been formed.
24. DoE employees and visitors (who provide services to a state school or state delivered kindergarten) of Queensland state schools and state delivered kindergartens, are also required to meet mandatory reporting obligations as set out in DoE's *Child and Student Protection Policy*, *Student Protection Procedure*, and *Allegations Against Employees in the Area of Student Protection Procedure*.
25. DoE's *Student Protection Procedure* requires all departmental employees and visitors (who provide services to a state school or state delivered kindergarten) to state schools to report any suspicions of harm, or risk of harm to a student or child, including physical harm, psychological harm, emotional abuse, neglect, sexual abuse or exploitation. Reporting under the procedure is required for all students, not just students under the age of 18.
26. Student protection recordkeeping and reporting takes place using OneSchool, DoE's student and school data management system. When school staff become aware of, or suspect reportable abuse, harm or risk of harm to a student, they are required to submit a student protection report to the Principal via OneSchool. The Principal is alerted via email and finalises the report in OneSchool. The report is then provided to Queensland Police Service (QPS) and/or Child Safety in accordance with relevant reporting thresholds. If the Principal determines that reporting thresholds have not been met, they finalise the student protection report with an outcome of 'monitor at school'.

  
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27. The staff member who reported the suspected harm receives an email notifying them of the outcome of their student protection report. If the staff member disagrees with the Principal's decision and agreement cannot be reached through further discussion, the staff member can report the matter directly to QPS and/or Child Safety.
28. When school staff become aware of concerns for a student that do not meet the threshold for a report to QPS or Child Safety, they are required to make a record of the concerns and response in OneSchool.
29. When concerns for the wellbeing of a student do not meet the threshold for a report to Child Safety or QPS, and it is believed the student or family would benefit from additional support, information sharing provisions in the CP Act and the *Domestic and Family Violence Protection Act 2012* enable delegated and authorised DoE officers to refer students and families to early intervention and support services, such as Family and Child Connect (FaCC), Intensive Family Support (IFS) services, Aboriginal and Torres Strait Islander Family Wellbeing Services (ATSIFWS) and specialist domestic and family violence (DFV) services.
30. DoE has developed a suite of resources to assist employees with identifying and responding to student protection matters.
31. Student protection policies, procedures and resources are accessible to staff via DoE's intranet (OnePortal). To remain current, they are regularly reviewed and updated as required.
32. DoE employees and visitors (who provide services to a state school or state delivered kindergarten) to state schools and kindergartens are required to complete annual mandatory student protection training provided by DoE.
33. The training provides guidance in relation to key child protection concepts and how to identify and respond to student protection concerns including, where appropriate, how to make a report to QPS, Child Safety and/or DoE's Integrity and Employee Relations team. DoE employees are required to complete the student protection training by 30 April each year, and new staff must complete it within one week of commencing their employment with DoE.

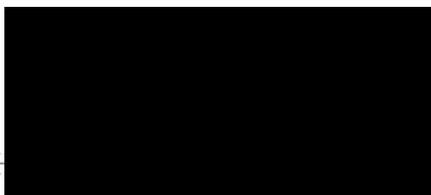


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34. A *Student protection fact sheet* (Annexure 1) and *Key messages guide* (Annexure 2) support Principals to ensure non-departmental employees and visitors (who provide services to a state school or state delivered kindergarten) receive appropriate student protection training.
35. Completion of mandatory student protection training is monitored and reported through DoE's quarterly enterprise risk reporting processes with the oversight of the Student Protection and Safety Committee.
36. Each DoE region has a Principal Advisor Student Protection who supports and builds the capability of schools and regions to protect students from harm through the provision of specialist advice, guidance, professional development activities, practice resources and support.
37. Each DoE region has one nominated staff member as the DFV Liaison Officer, one or more staff who represent DoE in multi-agency DFV High Risk and Response Teams, and one or more staff to support DoE with embedding the DFV common risk and safety framework in schools. These staff support and build DoE's capability in identifying and responding to students and families impacted by DFV in a way that prioritises the safety and wellbeing of adult and child victim-survivors. They do this through specialist advice, guidance, professional development activities and support to schools and regions, and facilitating DoE's contribution to integrated service responses focused on increasing the safety of children, young people, parents and carers from DFV.
38. DoE's central office student protection team provides specialist advice, guidance, professional development and support to the regional student protection and DFV specialist staff; is available to support schools and regions navigate complex student protection matters; and leads the development and implementation of organisational responses addressing student protection practice support needs.

#### Suspected Child Abuse and Neglect system

39. Chapter 5A, Part 3 of the CP Act requires Child Safety to establish a Suspected Child Abuse and Neglect (SCAN) system to enable coordinated responses to the protection needs of children by facilitating information sharing between members of the system,



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the planning and coordinating of actions to assess and respond to children's protection needs, and a holistic and culturally responsive assessment of children's protective needs.

40. Under section 159K of the CP Act, the chief executive of DoE is a core member of the SCAN system.

41. Under section 159L of the CP Act, core members' responsibilities include;

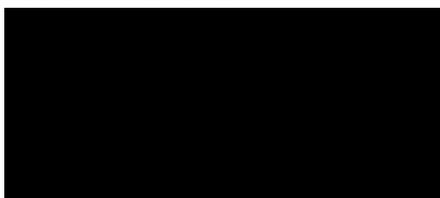
- a. Contributing to the operation of the SCAN system through representatives with appropriate knowledge and experience in child protection;
- b. Aiming to reach agreement on recommendations about assessing and responding to particular children's protection needs;
- c. Sharing relevant information for that purpose;
- d. Enacting recommendations as required;
- e. Monitoring the implementation of recommendations and reviewing their effectiveness; and
- f. Facilitating contributions from other prescribed entities or service providers as deemed helpful to achieving the purpose of the SCAN system.

42. Senior Guidance Officers in each DoE region support and facilitate DoE's membership of Queensland's SCAN team system. This includes supporting school and regional staff to identify and share relevant information and/or participate in SCAN team meetings when a coordinated multi-agency response is needed to address the protection needs of state school students.

43. DoE staff, such as the principal or guidance officer, may be invited to participate in a SCAN team discussion about a particular child as an invited stakeholder.

44. There are currently 27 operational SCAN teams across the state.

Child death and serious injury reviews



45. DoE facilitates ongoing learning and improvement in the provision of services to children and young people by undertaking internal reviews under Chapter 7A of the CP Act following the death or serious injury of a child who has come into contact with the child safety system.
46. The purpose of internal reviews under Chapter 7A of the CP Act includes promoting the safety and wellbeing of children who come into contact with the child safety system by facilitating ongoing learning and improvement in the provision of agencies' services and promoting accountability within relevant agencies.
47. Since July 2020, when the provisions commenced, DoE has been required to complete an internal review when a notice is received from Child Safety that a child has died or sustained serious injury, when DoE provided a service to the child in the year before their death or serious injury, or when a review is requested by the Minister.
48. The reviews focus on services provided by DoE staff to meet the child's safety and wellbeing needs in the 12 months before their death or serious injury.
49. DoE's internal review process is guided by the *Operational Guidelines for agency reviews following the death or serious physical injury of a child*, developed by the QFCC, reviewing agencies and the former Department of Justice and Attorney General.
50. Where relevant, DoE shares learnings arising from an internal review with other relevant agencies conducting reviews. This is enabled under sections 245A and 245T of the CP Act. To date, DoE has shared learnings from its internal reviews with Child Safety, Youth Justice and Queensland Health.
51. Where the review is in relation to a child's death, a copy of the report is provided to the independent Child Death Review Board (CDRB), and to the State Coroner if the child's death is reportable under the *Coroner's Act 2003*.
52. Under the *Family and Child Commission Act 2014*, the CDRB conducts systems reviews related to the deaths of children who come into contact with the child safety system. Its purpose is to identify opportunities to improve systems, legislation, policies

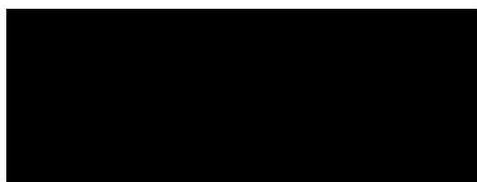
and practices across the child safety system and preventative mechanisms to help protect children and prevent deaths that may be avoidable.

53. The CDRB meets at least quarterly, chaired by Mr Luke Twyford, Principal Commissioner, QFCC.
54. I am the representative for DoE who attends the CDRB meetings.
55. DoE is also a member of the Cross-Agency Reviews Group, which meets quarterly and brings together agencies conducting child death reviews to support shared learnings, improve practices, and enhance communication and relationships.
56. In addition, DoE schedules monthly meetings with Child Safety staff, predominantly for the Students in Care program of work, however, broader systemic, policy or practice issues arising from internal reviews can be discussed.

#### Early childhood education and care services

57. Every early childhood service in Queensland is visited at least once a year by the Regulatory Authority as part of a proactive approach to service monitoring. Additional visits are conducted based on assessed risk.
58. In 2024–25, the Queensland Government funded an additional \$3,326,000 for the Regulatory Authority, which included 19 full time equivalent (FTE) positions.
59. Queensland has engaged the Australian Centre for Child Protection at the University of South Australia to develop the nation’s first formal child safety training package for all early childhood staff in 2026.
60. This training teaches educators and employers how to identify warning signs of potential predatory behaviour, both in the hiring process and at work, as well as how to raise concerns safely.
61. Additionally, DoE provides educators with access to tools, strategies and information necessary to prioritise the safety and wellbeing of all children.

*Royal Commission into Institutional Responses to Child Sexual Abuse*



  
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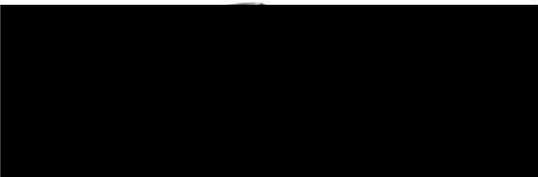
62. In response to recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse, Queensland passed the *Child Safe Organisations Act 2024* (Child Safe Act), commencing in October 2025.
63. The Child Safe Act requires organisations with significant responsibility for children to introduce mandatory child safe standards and a reportable conduct scheme.
64. DoE is working collaboratively with the Queensland Family and Child Commission (QFCC), other departments<sup>1</sup>, regulators and peak bodies to meet the legislative requirements of the *Child Safe Organisations Act 2024* and to continue to foster a culture of safety and wellbeing for children in education settings.
65. DoE's implementation of the Child Safe Standards and Universal Principle builds on work previously undertaken to implement the National Principles for Child Safe Organisations and establishing DoE as a child safe organisation through the *Aware. Protective. Safe.* strategy and resources.

*Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*

66. In response to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability's Public Hearing 33 report, the Queensland Ombudsman is undertaking an independent review of relevant Queensland Government agencies' current practices and procedures.
67. On 8 April 2025, the Queensland Ombudsman's report *Preventing harm to children with a disability in Queensland – Report 1: Department of Education* was tabled in the Legislative Assembly. The report focused on DoE's student protection practices and procedures. It highlighted strengths and made recommendations where opportunities for improvement in relation to recording and monitoring student protection concerns, reviewing student protection records and establishing mechanisms for receiving outcomes from Child Safety in response to DoE's student protection reports.
68. DoE is currently progressing the implementation of the recommendations.

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<sup>1</sup> Such as Non-State Schools Accreditation Board, Queensland College of Teachers, Queensland Catholic Education Commission and Independent Schools Queensland.



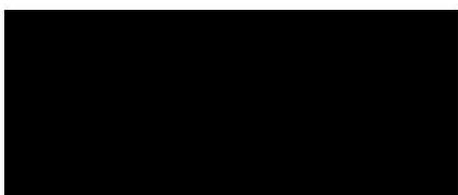
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69. DoE continues to play a key role in the implementation of relevant recommendations stemming from the Women's Safety and Justice Taskforce's *Hear Her Voice Reports 1 and 2*, which have been incorporated into Queensland's *Domestic and Family Violence Prevention Strategy 2016-2026*.
70. This includes DoE embedding the common risk and safety framework for assessing and responding to DFV, playing a significant role in integrated service responses including multi-agency DFV high-risk response teams, and continuing its investment in supporting the delivery of age-appropriate, curriculum aligned, evidence-informed respectful relationships education (RRE) as a primary prevention strategy.
71. Under DoE's *K-12 curriculum, assessment and reporting framework*, all state schools are required to deliver health and wellbeing education, including RRE, through the curriculum from kindergarten to Year 12.
72. Across the duration of a student's education, they are taught in developmentally appropriate ways about safe and respectful relationships, including permission and consent and how gender norms and stereotypes can influence choices and actions. The students are supported to develop important interpersonal and social skills including recognising and practising respect, challenging gender stereotypes and dominant forms of masculinity, giving, receiving and denying permission and consent, protective behaviours, seeking help and support, and reporting abuse and harm to trusted adults.
73. In partnership with the Daniel Morcombe Foundation, DoE has also developed and promotes the use of the Daniel Morcombe Child Safety Curriculum for all Queensland students in Prep through to Year 9. This is also aligned with the Australian Curriculum: Health and Physical Education and teaches children about personal safety and awareness, including cybersafety and phone safety, with a focus on three key safety messages: recognise, react and report.

**How DoE supports children and young people involved in the child safety system**

74. In addition to student protection reporting and information sharing, including through SCAN the system, DoE supports children and young people involved in the child safety system through a range of initiatives, including:

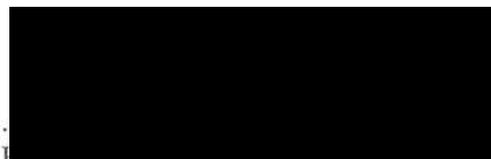


- a. Education support planning for students in care;
- b. Supporting students' mental health and wellbeing;
- c. Supporting students' physical health and therapy needs;
- d. Student engagement initiatives and supports;
- e. Inclusive education and learning support strategies for students with disabilities; and
- f. Student behaviour support.

### Supporting students in care

#### *Framework for supporting students in care*

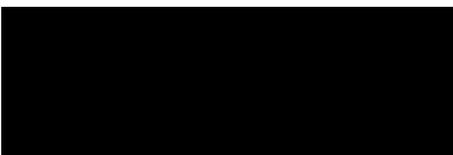
75. DoE partners with Child Safety under the *Memorandum of Understanding – Education Outcomes* (the Education Outcomes MoU) to improve educational outcomes for students in care.
76. As outlined in the Education Outcomes MoU, DoE provides targeted support to students in care through the development of Education Support Plans (ESPs) and access to funding for services and programs aimed at improving educational outcomes.
77. ESPs are developed for students enrolled in a Queensland state school who are subject to an interim or finalised child protection order granting custody or guardianship to the chief executive under the CP Act.
78. ESPs are also developed for children subject to an interstate child protection order when the child is receiving case work services from a Queensland Child Safety Service Centre, Child Safety has advised DoE of the child's eligibility for an ESP, and the child is enrolled in a state school.
79. ESPs outline the students' goals, strategies and resources to support achievement.
80. The ESP remains a central tool in identifying and responding to the educational needs of students in care, ensuring targeted learning, wellbeing and engagement strategies are clearly outlined and implemented.



81. Under the Education Outcomes MoU, Child Safety provides annual indexed funding to DoE through the Education Support Funding Program (ESFP) to deliver services, programs and targeted supports aligned to a student’s ESP.
82. In 2024–25, \$10,056,461 was distributed to Queensland state schools, the Queensland Catholic Education Commission, and Independent Schools Queensland, with \$10,439,612 allocated for 2025–26 (including indexation).
83. In 2025 DoE implemented an updated model to distribute ESFP funds to schools based on a prioritisation assessment for each student, informed by OneSchool and Child Safety quarterly data.
84. Under the distribution model, funding is prioritised for students with greater vulnerability, including those in residential care, unapproved placements (“self-placed”), students who have spent periods of time in youth detention, and those with frequent enrolment changes.
85. Schools can apply to regions to access contingency funding for students who did not receive funds or received insufficient funds. The model ensures equitable allocation of funds, reduced administrative burden associated with accessing funds and greater flexibility for schools to address the needs of local cohorts of students in care.
86. DoE staff are assisted to support students in care through the *Students in care guidelines*.

*Principal Education Officers, Students in Care*

87. Under the Educational Outcomes MoU, ESFP funds are used to employ eight Principal Education Officers – Students in Care (PEOs) across DoE regions to strengthen collaboration between state schools and Child Safety stakeholders.
88. The PEO positions, which commenced in 2023, play a critical role in promoting continuity of care and education by coordinating targeted supports, building schools’ capability to meet individual students’ needs, and fostering cross-agency partnerships.
89. To support collaboration between the two agencies, PEOs periodically co-locate in Child Safety Service Centres. Their work ensures that students in care with complex



needs are more effectively supported to remain engaged in learning and achieve improved educational and wellbeing outcomes.

90. In addition to the eight PEOs funded through the ESFP, DoE has funded an additional four PEOs across two regions (South East and Metropolitan South), two of whom are due to commence imminently.

91. Observations by both DoE and Child Safety indicate the roles have strengthened collaboration, improved inter-agency coordination and enhanced targeted support, particularly at critical transition points such as kindergarten to prep, helping to ensure stability, continuity and a positive start to schooling for students in care.

*Data for students in care*

92. A Students in Care dashboard is available to senior leaders within each region and the Student Protection and Safety Committee.

93. The dashboard, updated each term, outlines key data for students in care, including enrolment numbers, ESP completion rates, rates of school disciplinary absence as well as attendance and educational outcomes broken down by Region and School Supervisor.

*Children in care in unapproved placements*

94. In 2023, the Education Outcomes MoU was expanded to ensure students enrolled in Queensland State schools who were in unapproved placements, were also eligible for an ESP and funding under the ESFP.

95. DoE provides a range of resources to guide operational practice, with staff applying professional judgment, initiative and established student protection reporting processes to respond to situations involving students in care being absent from placement.

96. When students in care are absent from their approved placement, DoE's role is limited to providing educational support, raising any concerns for the student's safety and wellbeing with the student's Child Safety Officer, and ensuring student protection reporting obligations are met.

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97. School staff also engage with the relevant Child Safety Officer for guidance on appropriate communication and information sharing processes regarding the student's education.

#### Supporting student mental health and wellbeing

98. Schools are supported by DoE's *Student learning and wellbeing framework* to implement a whole-school approach to supporting student mental health and wellbeing, including creating safe and supportive environments where students can access support when they need it.

99. DoE has established a workforce of wellbeing professionals, including guidance officers (with a counselling focus), psychologists, social workers and youth workers to provide direct support for students' mental health and wellbeing in schools. All Queensland state schools have access to a wellbeing professional through a school-based or a centralised telehealth service.

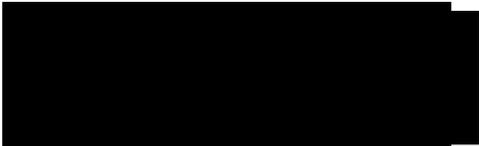
100. In the 2025 school year, the department allocated over 3006 FTE wellbeing professionals including guidance officers, senior guidance officers, guidance officers (counselling focus), psychologists, social workers, behaviour specialists, learning support teachers and youth workers.

#### Supporting students' health and therapy needs

101. Students in 70 selected Queensland state primary and secondary schools (across all eight regions) can access free primary healthcare at school through the GPs in State Schools Program and the Health Practitioners in Primary Schools Program.

102. General practitioners (GPs) or nurse practitioners work with students and their families to identify and address health issues. The service provides timely and appropriate access to healthcare for a wide range of health and mental health concerns at no cost to students or their families. GPs and nurse practitioners also provide referrals to medical specialists, allied health professionals or other external agencies when required.

103. DoE's therapies and nursing services support schools to identify and address barriers to student attendance, participation and learning by supporting reasonable adjustments.

  
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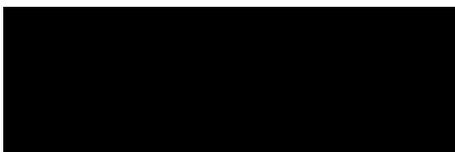
104. Occupational therapists, physiotherapists and speech-language pathologists collaborate with school teams to enhance their capability and make reasonable adjustments to the curriculum and school environment to meet the diverse needs of students with disability.
105. State Schools Registered Nurses provide assessments, health management planning, training and ongoing support and supervision for staff performing student health support procedures at school.
106. In the 2025 school year, the department allocated over 638 FTE positions across the therapies and nursing services.

Student engagement initiatives and supports

107. All Queensland state schools have access to engagement initiatives to support students to remain in the classroom, find positive pathways, and prevent escalation into antisocial behaviour and/or criminal activity.

*Education and training for students involved in the youth justice system*

108. DoE provides specific education, training and support services for young persons who are involved in the Queensland youth justice system.
109. DoE operates Education and Training Centres (ETCs) in each of Queensland's three Youth Detention Centres and Remand Centre to provide education and vocational training to young persons in detention. This includes the Brisbane Youth Education and Training Centre and the West Moreton Education and Training Centre at Wacol, and the Cleveland Education and Training Centre in Townsville.
110. Students attending ETCs have access to age-appropriate programs aligned with the Australian Curriculum, including English, Mathematics, Science, Health and Physical Education, the Arts, Technology and Wellbeing, targeted literacy initiatives, and a Course in Initial General Education for Adults.
111. Accredited vocational education and training courses, including Construction, Hospitality, Engineering, Visual Arts, Horticulture, Barbering, Music, Automotive, Bricklaying, Creative Industries and Horticulture, delivered by DoE or Registered Training Organisation partners, are also available.

  
Hayley Stevenson

  
Witness

112. In addition, DoE provides a limited range of educational services to young persons temporarily accommodated at the Wacol Youth Remand Centre and the Caboolture Watchhouse. These facilities operate as a campus of the Brisbane Youth Education and Training Centre.
113. Transition planning post-detention includes explicit education planning and supported pathways to engagement in schooling, or other education, training or employment that best suits the needs of each young person.
114. In 2025, DoE has commenced delivery of an Action Plan to increase education for young people in detention, with early signs of uplift in education participation and engagement already demonstrated. West Moreton has expanded delivery for up to five sessions per day.
115. DoE also operates the Education Justice Initiative (EJI) in which a network of Court Liaison Officers and Youth Transition Officers work to support young people appearing before the Childrens Court, and to assist them to re-engage in education and training pathways.
116. A total of eight Education Justice Initiative Managers, 21 Court Liaison Officers and 21 Youth Transition Officers are currently servicing 35 high-volume Childrens Courts across the state.

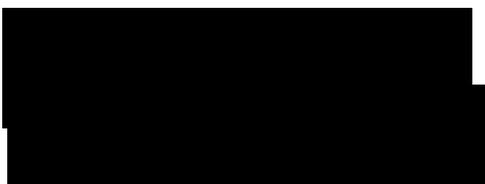
*Regional engagement services*

117. Regional engagement services in each DoE region provide re-engagement services to connect students and families with the right supports at the right time to improve engagement and promote long-term educational success.
118. Regional engagement services are in place across the state to keep students in school, re-engage students in positive pathways, and to strengthen transitions. The key supports include:
- a. Student Child and Family Connect to identify and support vulnerable students and families to access multi-agency support to enable continued student engagement in education.

- b. Regional Youth Engagement Services (RYES) to respond to student disengagement by locating and supporting disengaged Prep to Year 12 students/young people to re-engage with education, training and employment. As at the end of Term 4, 2024, RYES supported 3,990 young people.
- c. Intensive Education Case Managers (IECMs) who support students who have been excluded or suspended for more than 10 days to re-engage with education through intensive case management and transition support. Currently, 78 IECMs support students across the state, supporting more than 2,300 students since commencing in July 2024.
- d. The Youth Support Coordinator Initiative (YSCI) supports the retention and attainment of students in Year 10 to Year 12 who have disengaged, or who are at risk of disengaging from education. In 2025, 157 state schools across Queensland have or will receive government funding under the YSCI. There are approximately 98 FTE positions dedicated to the employment of Youth Support Coordinators.

*FlexiSpaces*

- 119. FlexiSpaces are in-school educational programs which aim to engage and support students to remain in state schools.
- 120. The FlexiSpace initiative supports students at risk of disengaging from learning or schooling. Some of the students accessing a FlexiSpace program may have involvement with the child safety system.
- 121. FlexiSpace programs are based in locations where data regarding a school's achievement, behaviour and attendance records indicate students are most at risk of disengagement.
- 122. Noting the protective factor that education provides, students attending FlexiSpace programs are supported to bridge knowledge gaps, build confidence, lift educational outcomes and ultimately transition back to the classroom.
- 123. FlexiSpace programs differ from school to school and student participation in the program can range in duration from one term to one year.



124. In Cairns, FlexiSpace programs are operating at Bentley Park College, Trinity Bay State High School, Tropical North Learning Academy - Smithfield State High School and Woree State High School. Gordonvale State High School is planning to recommence their FlexiSpace program from January 2026.

125. FlexiSpace programs are also either operating, or in the process of being established, in the following Far North Queensland state schools including Atherton State High School, Innisfail State College, Mareeba State School, Mareeba State High School, Mossman State High School, Tagai State College and Tully State High School.

Inclusive education and learning support for students with disabilities

126. Aligned with the *Disability Standards for Education 2005*, all schools have a legislative obligation to make reasonable adjustments for students with disability to ensure access and participation in education on the same basis as their peers without disability.

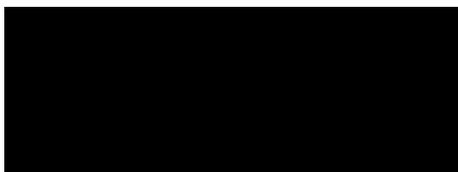
127. Reasonable adjustments are tailored to individual students and include adjustments to learning activities, teaching strategies, assessment, communication, the learning environment, and the use of assistive technology.

128. The department's *Inclusive education* policy outlines a commitment to:

- a. upholding the right of all Queensland state school students to attend their local state school, access and participate in high-quality education, and fully engage in the curriculum alongside their similar-aged peers, supported by reasonable adjustments; and
- b. Continuing to work towards a more inclusive system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms.

129. In supporting students with disability, school staff can access a wide variety of school-based, regional and statewide resources.

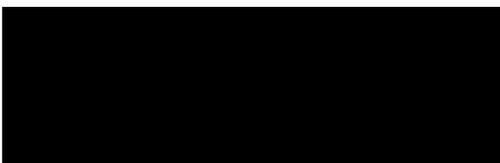
130. This includes support and advice from specialists, including therapists and principal advisors for inclusion, and engagement in professional learning opportunities.



131. To assist schools to make reasonable adjustments for students with disability, the department's Students with Disability – Reasonable Adjustments Resourcing (RAR) model provides schools direct resourcing for additional teachers and teacher aides.
132. In 2025, state schools are receiving direct to school resourcing to support over 106,000 students with disability through the RAR model. This is in addition to the core staffing allocation provided to schools.
133. The RAR model recognises all disability types, including students with dyslexia, dyspraxia, mental health conditions and/or who are neurodivergent.
134. In addition to direct to school resourcing for additional teachers and teacher aides, the RAR model funds advisory visiting teachers, Heads of Special Education Services and other specialist support staff, such as therapists to make adjustments in the classroom to support students with disability.
135. Informed by the level of adjustment recorded for each student with disability, total investment in staff funded through RAR in 2025 is \$1.469 billion.

#### Student behaviour support

136. At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.
137. Disciplinary consequences may include in-class responses managed by the teacher, such as verbal reprimands, restatement of rules or expectations, reminders and practise of routines, restriction or removal of in-class privileges, behaviour monitoring systems, time out, detention and communication with parents.
138. For persistent or more serious behavioural incidents, other within-school disciplinary consequences may be implemented, such as temporary relocation to a 'buddy' classroom, individual review meetings with nominated staff person (e.g. Guidance Officer, Head of Department), and/or intensive support options.
139. Prior to making a decision about the suitability of any disciplinary consequence, the Principal will consider the individual circumstances of a student. This will include their



behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

140. Suspensions, exclusions and cancellations of enrolment are used as a last resort option by Principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

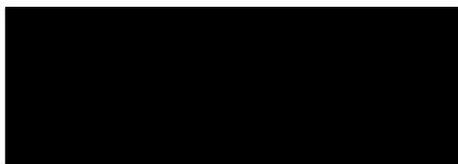
**The intersection of duty and authority**

141. DoE is responsible for providing education for all children appropriate to their needs.
142. Who DoE may treat as a parent for the purpose of a child’s education is determined and defined by section 10 of the General Provisions and will depend on the individual circumstances of each child.
143. Strong collaboration is required to identify and meet the individual educational and/or vocational support needs of students under child protection orders. This might include communication and joint decision making between DoE, Child Safety, the student, the carer(s), the legal guardian/s, the parents (if required by law), Aboriginal and Torres Strait Islander support services and any other stakeholders involved in supporting the student’s educational engagement and outcomes.
144. When students in care are disengaging from school or leaving without a confirmed pathway, schools and regional offices work together and in partnership with Child Safety to connect them with appropriate supports from Family and Child Connect services and coordinate specialist interventions.

**Collaboration and information sharing across all government agencies involved in the child safety system**

Information sharing and collaboration to protect and support students involved in the child safety system

145. DoE’s *Student protection guidelines* instruct staff that, wherever safe, possible and practical, a student or family member’s consent should be obtained before sharing their personal information however the safety, wellbeing and best interests of a child must be prioritised, and authorised/delegated DoE officers are required or enabled to share information about students and families in particular circumstances as outlined in



relevant legislation (such as the CP Act, DFVP Act, the General Provisions and the *Information Privacy Act 2009*) or when required to do so by an order of a court or tribunal.

146. DoE is a prescribed entity under Chapter 5A of the CP Act, and as such, complies with requests for information by Child Safety under section 159N.
147. DoE also receives and proactively shares information with Child Safety, other prescribed entities and service providers under chapter 5A of the CP Act for the purpose of:
- a. Supporting decisions about reporting harm or risk of harm to Child Safety;
  - b. Assisting Child Safety to investigate or take other action under the Act;
  - c. Assessing or responding to a relevant child's health, education or care needs;
  - d. Making decisions and plans for service provision to a relevant child or family;  
and
  - e. Decreasing the likelihood of a child becoming a child in need of protection.
148. DoE's Information Sharing under the CP Act procedure and *Sharing information for child protection form* support staff in complying with information sharing provisions in Chapter 5A of the CP Act.
149. DoE receives and shares information with specific entities as enabled by provisions under part 5A of the *Domestic and Family Violence Protection Act 2012*, for the purpose of assessing whether there is a serious threat to a person's life health or safety due to DFV or lessening or preventing such a threat.
150. The *Disclosing personal information to law enforcement agencies procedure* and the Law Enforcement Agency form: *Disclosure of personal information to a law enforcement agency*, support staff in complying with section 426(4) and 4A of the General Provisions *when disclosing student personal information*, as well as the *Information Privacy Act 2009* for disclosure of non-student information to law enforcement agencies.

151. DoE shares student information under these procedures and section 426(4) and (4A) of the General Provisions where the delegated officer deems it in the public interest; necessary to assist in averting a serious risk to the life, health or safety of a person; or necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or breach of a law which imposes a penalty of sanction.

152. In addition to the above-mentioned information sharing procedures and forms, DoE has developed additional resources to assist staff in sharing information, either with consent, or when it is not safe, possible and practical to obtain the person's consent, in accordance with DoE's instruments of delegation and authorisation under the relevant legislation. These resources, which are available to staff on DoE's intranet, include:

- a. Detailed guidance on information sharing to protect and support vulnerable students within the *Student protection guidelines*;
- b. Detailed guidance on sharing information for students in care and safeguarding their privacy at ESP meetings within the *Students in care guidelines*;
- c. A fact sheet, flow chart and form regarding DFV information sharing; and
- d. A resource titled *Sharing information for student protection, DFV and law enforcement* summarising information sharing under the CP Act, the *Domestic and Family Violence Protection Act 2012*, the General Provisions and the *Information Privacy Act 2009*.

153. DoE has recently expanded the officers authorised to share information under the *Domestic and Family Violence Protection Act 2012* to include wellbeing workforce staff in social work and psychology roles. This expansion recognised the relevant knowledge, skills and experience held by these practitioners and supports timely and informed responses and support for child and adult victim-survivors of DFV.

154. A project is also currently underway to integrate and streamline the resources and guidance available to support DoE staff with making and enacting information sharing decisions under the various pieces of legislation and DoE instruments of authorisation and delegation.

155. There is currently inconsistency within and across regions in relation to child safety service centres providing schools with outcomes about student protection reports.
156. DoE and Child Safety have been collaborating to support this information exchange with the introduction of Child Safety's new case management system, Unify.
157. In addition, this issue was identified in the Queensland Ombudsman's *Preventing harm to children with disability in Queensland – Report 1: Department of Education*
158. DoE is continuing to collaborate with Child Safety to establish mechanisms for DoE to consistently receive outcomes from Child Safety in response to student protection reporting. This will assist DoE's monitoring and support of students for whom there are child protection concerns.
159. DoE's student protection team meet on a monthly basis with Child Safety to discuss policy and emerging issues impacting students in care.
160. Regional staff have reported effective and productive working relationships with Child Safety staff, noting this is supported by stability with the PASP roles and the PEOs regularly spending time in Child Safety Service Centres.

#### Suspected Child Abuse and Neglect system

161. The SCAN system is discussed above in paragraphs 39 to 44 (inclusive) of this statement.

#### Collaboration in support of young people involved in the youth justice system

162. The Education Justice Initiative (EJI) supports young people who appear before the Children's Court to become re-engaged in education or training and provides tailored support by connecting at-risk young people to an appropriate, supported education pathway through liaison and advocacy with schools and training providers.
163. A network of Court Liaison Officers and Youth Transition Officers supported more than 2,100 cases in 2024.
164. EJI staff represent DoE at Multi-Agency Collaborative Panels (MACPs). MACPs are designed to improve coordination and service delivery for young people identified as high-risk or serious repeat offenders. These panels bring together various agencies to

collaboratively address the needs of these young people, aiming to reduce re-offending and enhance community safety.

165. The *Youth Justice Act 1992* supports inter-agency information sharing and collaboration for the purpose of the EJI and MACPs.

166. Intensive Education Case Managers (IECMs) support students who have been excluded or suspended for more than 10 days to re-engage with education through intensive case management and transition support.

167. IECMs play a pivotal role in leading collaborative stakeholder engagement. They bring together school staff, health services, child safety officers and community organisations to develop tailored strategies that improve educational outcomes for young people with complex needs.

Collaboration in the context of reviews following a child's death or serious injury

168. The collaboration and reviews undertaken following a report of a child's death or serious injury is discussed in the above paragraphs 44 to 55 (inclusive) of this statement.

**Complaints, concerns and feedback**

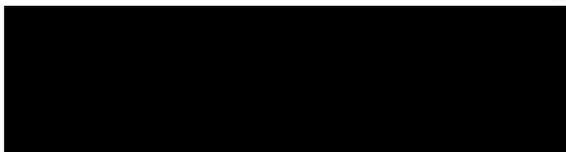
169. Parents, carers, students and other customers have a right to provide feedback and make complaints about the services and actions of the department.

170. DoE's *Customer complaints management framework* (Annexure 3) outlines the Department's approach to managing customer complaints.

171. DoE is committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights.

172. Information about making a complaint is available on DoE's website including links to relevant policies and procedures.

173. A *Child and student complaint form* (Annexure 4) supports children and young people to tell us if they are not happy about something.



## **Opportunities for reform relevant to DoE's role and involvement in the child safety system**

### *School disciplinary absences for students in care*

174. Students under child protection orders are disproportionately represented in school disciplinary absences, that is suspensions and exclusions, highlighting the need for stronger early intervention and behaviour support approaches.
175. DoE is aware students in care have experienced significant trauma, and that this can present in complex behaviours, impacting on their attendance, presentation and engagement at school.
176. Schools are required to manage the behaviours of the students while also meeting the requirement to provide a safe learning environment for all students and a safe work environment for staff. This is particularly challenging given the increased focus on occupational violence within Queensland state schools.

### *Students in residential care*

177. DoE has observed the following challenges in meeting the needs of students placed in residential care:
- a. Attendance often decreases significantly or ceases after a student has been placed in residential care.
  - b. In some cases, Child Safety or residential care staff inform DoE that in managing other issues and needs for the student, the student's education is not prioritised. At other times, residential care staff are unable to get students to school due to the student's refusal. It also observed when one or more students in a residential care placement refuse to attend school, the other students tend to follow suit.
  - c. Child Safety staff are not always involved with DoE when a student is in a residential care placement. Residential care workers quite often change and often do not have the knowledge required to adequately inform the enrolment and support planning processes necessary to appropriately meet the student's needs.

- d. The rotation of residential care staff and their limited availability are barriers to effective communication and building successful working partnerships with regions and schools to support students who are placed in residential care.
- e. Staffing changes can also result in residential care workers not understanding or implementing established check-in and check-out processes for a student, which can adversely impact the student's capacity to engage in their learning and with others in a positive way.
- f. Incidents within a student's residential care environment or their community can significantly impact on their engagement and behaviour when they attend school. When schools are not made aware of incidents by residential care workers or Child Safety staff, they cannot implement appropriate support for the student. This has flow on effects for the student's engagement in learning and their behaviour at school.
- g. Residential care staff may not be available during school hours to collect students from school when they are dysregulated and cannot be settled. This can result in the student being suspended due to harmful behaviour which occurs while the student remains at school in a dysregulated state.

I make this statement of my own free will believing its contents to be true and correct.

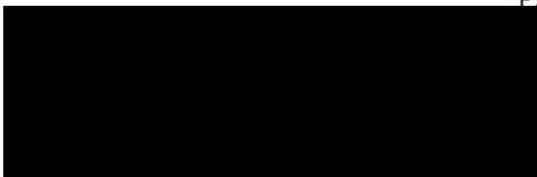
Dated at BRISBANE this 29 day of AUGUST 2025.



**Hayley Stevenson**



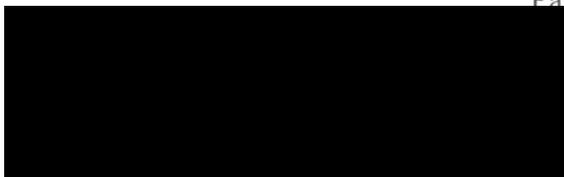
Witness



Witness

**List of Annexures**

- Annexure 1            *Student protection fact sheet dated July 2023.*
- Annexure 2            *Key messages guide 2025.*
- Annexure 3            *Customer complaints management framework.*
- Annexure 4            *Child and student complaint form.*



Witness



# Student protection

## Fact sheet for contractors, volunteers and visitors to state schools

For Queensland state schools, there is no higher priority than the safety and wellbeing of their students.

This fact sheet provides information about:

- your responsibility to report all suspicions of harm or risk of harm to students or children
- what you need to remember about your own behaviour
- the reporting obligations of school staff members.

Contractors, volunteers and visitors include people who have contact with students or children online or away from a school site to provide services to the school.

## What are my student protection responsibilities?

The responsibilities of visitors to state schools are outlined in the Department of Education's [Student protection procedure](#). You need to:

- complete student protection training as directed by the principal of every school you visit or provide services to
- report all suspicions of harm or risk of harm to a student or child, formed in the course of your duties, to the principal as soon as possible
- discuss any suspicions of concerning student sexual behaviours or sexual relationships (including sexting) with the principal.

## What is harm?

Harm is any significant detrimental effect on a student or child's physical, psychological or emotional wellbeing. Harm can be caused by:

- sexual abuse
- physical abuse
- emotional abuse
- neglect.

A student or child can be harmed by someone they know, a stranger, a Department of Education employee, another student or themselves.

## When do I need to report?

You must report to the principal as soon as you become aware of, or suspect, a student or child has been harmed or is at risk of harm in the course of your duties.

'In the course of your duties' means whenever you're performing paid work or volunteer duties for the Department of Education. This includes activities:

- on school sites
- during excursions, camps and other extracurricular activities
- online.

You must also tell the principal if you become aware of, or suspect, any concerning sexual behaviour or relationships involving students, including sexting.

Any adult in Queensland who believes a child is being or has been sexually abused by another adult must report it to the Queensland Police Service (QPS). If you form this belief in the course of your duties, you must report it to the principal. If your information meets the threshold for reporting, the principal will forward a report to the QPS and/or Child Safety.

## How do I contact the principal?

Every school has a different process. However, you can usually contact the school office and ask to speak with the principal about a confidential matter. If you can't contact the principal, either ask to speak with the deputy principal or contact the relevant regional office.

## What if my concerns relate to the principal?

If you suspect the principal or another departmental employee has harmed, is harming, or could potentially harm a student or child, you must report it. Refer to the [Allegations against employees in the area of student protection procedure](#) to find out how to report your suspicions.

## What do I need to remember about my own behaviour?

- **Always** interact professionally with students - even outside school hours
- **Never** intentionally harm a student or child - physically, psychologically or emotionally
- **Never** touch a student or child in a sexual way, or engage in any other inappropriate interactions with them whether in person, online or through other forms of communication.

## What if I'm concerned about a student's online safety?

While the internet can be a great learning resource for students, it can also potentially expose them to:

- unwanted online contact
- cyberbullying
- violent or inappropriate content.

If you think a student or child has been harmed or is at risk of harm from these or other online activities, you must tell the principal as soon as possible.

A great way to stay up to date with online safety issues and advice is to visit the [eSafety Commissioner website](#). There you'll find a guide on the key online safety issues for young people, as well as practical tips and advice on what to do if things go wrong. And if you need extra support, the resource [Online safety: A guide for parents and carers](#) has a list of services that can provide it.

## How do school staff members report student protection concerns?

All school staff members must report reasonable suspicions of sexual abuse or likely sexual abuse to the principal, who will then report it to the QPS.

School staff members must also report reasonable suspicions of physical, sexual or emotional abuse or neglect to the principal, who will then report it to Child Safety when the child may not have a parent able and willing to protect them from harm.

The department's [Student protection procedure](#) and [Allegations against employees in the area of student protection procedure](#) provide clear instructions to school staff members on how to report student protection concerns in a way that meets their reporting obligations.

## Further information

If you have any further questions or concerns about student protection matters, discuss them with the principal or contact the relevant regional office. A list of regional offices can be found at <https://education.qld.gov.au/contact-us/state-schools-regional-contacts>.

If you have any questions or concerns about the conduct of a departmental employee, contact the Intake & Assessment team on (07) 3055 2950 or by email at [intake@qed.qld.gov.au](mailto:intake@qed.qld.gov.au).

# Mandatory All-Staff Training program

# MAST

## Key messages guide 2025

for contractors, volunteers, visitors, and preservice teachers  
and other adult students on placements





## Supporting reconciliation Acknowledgement of Country

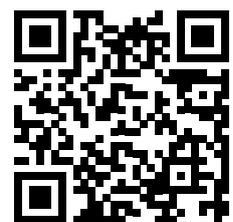
The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for the Aboriginal and Torres Strait Islanders cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation, and fundamental to developing an Australian identity.

*The Landscape of Learning* is a custom embodied design for the Queensland Department of Education, produced in collaboration with Iscariot Media (IM) in 2022.

Scan the QR code to view the video  
*Acknowledgement of Country – we honour and  
respect Aboriginal and Torres Strait Islanders.*

Scan the QR code



**Video:**  
Acknowledgement of Country

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# Introduction

People come to our schools and offices for different reasons. And we want them all to return home safely, confident they haven't harmed themselves or anyone else during their visit.

We're committed to maintaining a safe environment for everyone.

So we've created this guide to make sure you understand your responsibilities as a contractor, visitor, volunteer, or preservice teacher or other adult student on placement. We want you to not only feel safe while visiting our facilities, but also know how to ensure you don't harm yourself or anyone else.

Not sure whether you're a contractor, visitor, volunteer, or preservice teacher or other adult student on placement? Here's how we define the terms for this guide.



<b>Contractor</b>	<p>Are you an electrician, plumber, garden maintenance worker, school chaplain or IT/AV supplier? Then you're classed as a <b>contractor</b>.</p> <p>A contractor is anyone contracted to perform specific tasks for the department. And those tasks include both operational and professional services.</p> <p><b>Note:</b> If you're a QBuild contractor then you don't need to complete this guide. Your valid QBuild induction card shows you're compliant and can work at a departmental location.</p>
<b>Visitor</b>	<p>Are you a speech pathologist, school-based youth health nurse, sports coach or religious instructor? Then you're classed as a <b>visitor</b>.</p> <p>A visitor is anyone who regularly provides a service to a school or the department.</p>
<b>Volunteer</b>	<p>Do you work in a school tuckshop, uniform shop or bookshop? Are you a P&amp;C member, community volunteer, student mentor or parent helper? Then you're classed as a <b>volunteer</b>.</p> <p>A <b>volunteer</b> is anyone who works for free under the direction and supervision of the school and/or an established agreement.</p>
<b>Preservice teacher or other adult student on placement</b>	<p>Are you enrolled and studying at a higher education institution in a university or vocational education program? Then you're classed as a <b>preservice teacher or other adult student on placement</b>.</p> <p>A <b>preservice teacher or other adult student on placement</b> is anyone undertaking a course of study who needs to complete a professional experience, practical or clinical placement to meet the requirements of their degree, award program or award qualification.</p> <p>Note: This classification does not include students enrolled at a school.</p>

# Introduction (cont.)

Even if you're not classed as any of these, you may still need to complete this guide for your supervisor, manager or principal.

Here's what you need to do.

1. Read this guide.
2. Complete the *Declaration* section, which you'll find on the last page. Don't forget to fill out the relevant section of the *Record of Completion* form.
3. The supervisor, manager or principal at the location you're visiting will verify your declaration and complete the other section of the *Record of Completion* form. (If you've visiting a school, they'll also stamp it.)
4. Once your *Record of Completion* form is complete, you can use it to visit our schools and offices for 12 months. Simply show the form, and then write your details in the *Attendance register* provided by the supervisor, manager or principal.

And keep this guide handy for future reference.



# Working ETHICALLY



This module gives you the information you need to act in accordance with the *Code of Conduct* for the *Queensland Public Service* and the department's *Standard of Practice*.

## 1. You need to follow the Code of Conduct for Queensland Public Service (the Code)

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The Code contains the fundamental principles and values of ethical behaviour.</li></ul> | <ul style="list-style-type: none"><li>• The standards of conduct in the Code outline the ethical behaviours you need to exhibit.</li></ul> |
| <ul style="list-style-type: none"><li>• The Code acts as a reference point to guide your behaviour.</li></ul>                   | <ul style="list-style-type: none"><li>• It is your responsibility to comply with all aspects of the Code.</li></ul>                        |

## 2. These are your areas of responsibility

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Act in a way that upholds the Code's standards of conduct.</li></ul> | <ul style="list-style-type: none"><li>• Follow the department's policies and procedures.</li></ul>   |
| <ul style="list-style-type: none"><li>• Act ethically and responsibly.</li></ul>                             | <ul style="list-style-type: none"><li>• Make sound judgements when fulfilling your duties.</li></ul> |
| <ul style="list-style-type: none"><li>• Be accountable for your actions and decisions.</li></ul>             |  |

## 3. Follow the fundamental principles of ethical behaviour

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Use official resources appropriately.</li></ul>   | <ul style="list-style-type: none"><li>• Talk to your supervisor if you feel there's a conflict of interest with your work in the department.</li></ul> |
| <ul style="list-style-type: none"><li>• Refuse any gift or benefit from a colleague that's likely to affect (or be seen to affect) how you perform your duties.</li></ul> | <ul style="list-style-type: none"><li>• Before taking any action, think about how it will affect the human rights of people around you.</li></ul>      |
| <ul style="list-style-type: none"><li>• Speak up if something doesn't seem right. You have an obligation to report any conduct that goes against the Code.</li></ul>      |  |

### Here are some examples of breaches of the Code

- A volunteer at a school takes photos of lists that include the names of parents and their contact details. The volunteer then uses these details to send marketing information to the parents.
- A consultant discusses a student's issues with another parent, criticising how the school dealt with the student. They also call the student's parents to offer their opinion.
- A preservice teacher posts details of a classroom incident on social media, including the name of the school and the students involved.
- A contractor takes the school's gardening equipment home for the weekend to work on their own garden.

## Further information

[Code of Conduct for the Queensland Public Service](#)

[Department of Education Standard of Practice \(PDF, 756KB\)](#)

# Working SAFELY



This module gives you the information you need to keep yourself, others and your workplace safe. It also talks about your responsibilities for keeping students safe, and your blue card requirements.

## 1. You have a legal obligation under the *Work Health and Safety Act 2011 (Qld)*

<ul style="list-style-type: none"> <li>Take care of both your own and other people's health and safety.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in health and safety activities.</li> </ul>
<ul style="list-style-type: none"> <li>Report incidents and hazards to your supervisor immediately.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to your supervisor or principal if you spot something you think is either unsafe or a health and safety issue.</li> </ul>

## 2. Follow all health and safety instructions

<ul style="list-style-type: none"> <li>Take part in all safety audits and emergency drills.</li> </ul>	<ul style="list-style-type: none"> <li>Wear personal protective equipment when required.</li> </ul>
<ul style="list-style-type: none"> <li>Follow our health, safety and wellbeing procedures, including the department's Asbestos Management Plan (AMP).</li> </ul>	<ul style="list-style-type: none"> <li>Complete site- and role-specific training as required.</li> </ul>
<ul style="list-style-type: none"> <li>Obtain a Work Area Access Permit (WAAP) from the facility office before carrying out any maintenance, installation, refurbishment or construction-related works. This includes nailing, drilling, removing paint, and installing or removing picture hooks. Remember: No WAAP! No work!</li> </ul>	
<ul style="list-style-type: none"> <li>Refer to the facility office's asbestos register before conducting any works on facility building materials. See the <i>What is asbestos?</i> section on the <i>Asbestos management</i> page on our website for more information about asbestos risks.</li> </ul>	<ul style="list-style-type: none"> <li>Don't carry out any work that may disturb assumed or confirmed asbestos containing materials unless you're authorised to do so under the AMP. You also need control measures in place equivalent to or greater than the relevant Codes of Practice.</li> </ul>
<ul style="list-style-type: none"> <li>Don't enter any areas that have measures in place to restrict access.</li> </ul>	

## 3. Report anything that could pose a risk to your own or someone else's health and safety

<ul style="list-style-type: none"> <li>Behave in a way that contributes to an inclusive and respectful work environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the department doesn't accept any form of bullying, harassment, violence or unlawful discrimination (in person or online).</li> </ul>
<ul style="list-style-type: none"> <li>Remember that occupational violence and aggression is any action, incident or behaviour that's considered unreasonable conduct. It may result in someone being threatened, harmed or injured.</li> </ul>	<ul style="list-style-type: none"> <li>Report any unreasonable behaviour you experience, witness or hear about that isn't consistent with the Code to your supervisor as soon as you can.</li> </ul>
<ul style="list-style-type: none"> <li>Report any facility damage or deterioration to the facility office immediately. This includes:             <ul style="list-style-type: none"> <li>damage to or holes in walls or ceiling sheeting</li> <li>peeling paintwork or floor coverings</li> <li>material affected by wear and tear, weather or erosion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Report any dust, debris, or loose or stored materials that you suspect may contain asbestos to the facility office. Don't handle it yourself. (The office will arrange for its removal.) You must also restrict access to the area as you report it.</li> </ul>

# Working SAFELY



## Here are some examples of breaches of the Code

- A science teacher instructs the science technician to wear safety glasses during the lesson. However, the science technician takes them off because they don't think their safety is at risk.
- A teacher aide notices a teacher being threatened by another person but doesn't report it to the supervisor or principal.
- A teacher finds a piece of white fibrous building material on the school oval. Believing it to be asbestos, the teacher picks it up and takes it to the facility office, contravening the requirements of the department's AMP.
- A teacher who's handy with a hammer installs a new classroom pinboard on a wall the office's asbestos register identifies as potentially containing asbestos.

## Further information

[Work Health and Safety Act 2011 \(Qld\)](#)

[Asbestos management](#)

[Queensland Government general information about asbestos](#)

### 4. Student safety is our top priority

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• All children have the right to be protected from harm.</li></ul>  | <ul style="list-style-type: none"><li>• Employees and visitors in schools play an important role in identifying and responding to child abuse and neglect</li></ul> |
| <ul style="list-style-type: none"><li>• Never do anything to intentionally harm a student or child — physically, psychologically or emotionally</li></ul> | <ul style="list-style-type: none"><li>• Our <i>Student protection procedure</i> outlines the responsibilities of employees and visitors.</li></ul>                  |

### 5. Report any suspicions that a student or child has been harmed or is at risk of harm

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Report your suspicions to the principal as soon as possible.</li></ul> | <ul style="list-style-type: none"><li>• Follow the <i>Allegations against employees in the area of student protection procedure</i> if your suspicions relate to a departmental employee (including the principal).</li></ul> |
| <ul style="list-style-type: none"><li>• Provide any related documents or notes to the principal.</li></ul>     |   |

### 6. What to do if a student or child tells you they've been harmed

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Stay calm.</li></ul>  | <ul style="list-style-type: none"><li>• Listen to the student or child, and respond in a caring manner.</li></ul> |
| <ul style="list-style-type: none"><li>• Let the student or child know you need to tell the principal so that the principal can help keep them safe.</li></ul> | <ul style="list-style-type: none"><li>• Report the matter as soon as possible.</li></ul>                          |



## Here are some examples of putting students at risk

- A clinical placement student notices a number of cuts on a student's arm. Later, they overhear the student telling a friend he often cuts himself. The clinical placement student decides to do nothing because it's none of their business.
- A student tells a consultant she's been repeatedly beaten by her stepfather over the past few weeks. The consultant reports this to the principal, but then talks about it over dinner with their [the consultant's] own family.

## 7. Communicating with students

<ul style="list-style-type: none"> <li>• Always act with the highest integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Never ask for a student's contact details, and never give a student yours.</li> </ul>
<ul style="list-style-type: none"> <li>• Never             <ul style="list-style-type: none"> <li>○ call or text a student using your personal or work phone</li> <li>○ email a student (using any email account)</li> <li>○ arrange to meet a student face to face or online.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Don't communicate with or contact students on any social media platform.</li> </ul>

## 8. Restrictive Practices

Restrictive practices are interventions or strategies that restrict a student's rights or freedom of movement. Restrictive practices can be used in schools only to reduce the risk of harm or injury to people. They cannot be used:

- for school discipline
- as a tool of convenience
- to enforce compliance

A restrictive practice can potentially cause harm to students and employees. As a result, some restrictive practices are strictly prohibited in Queensland state schools. This includes:

- **Chemical restraint** (using medication to control a student's behaviour rather than to treat a medical or mental health condition).

Restrictive practices must be the least restrictive measure. In other words, they must be the only appropriate response to the risk associated with the student's behaviour.

The following restrictive practices can be used under specific conditions in Queensland state schools:

- **Physical restraint** (holding a student to stop them or part of their body from moving)
- **Containment** (deliberately being alone with a student in a confined space, and not allowing the student to exit that space by choice)
- **Clinical holding** (using your body to hold a student to stop them from moving in order to provide essential health care).



## Further examples of putting students at risk

- A contractor working in a high school talks to some senior students about what they do outside school. The contractor asks the students if they can spend some time together over the weekend.
- A volunteer gives her mobile number to a student who's clearly having issues at home.
- A preservice teacher chats with school students about a common interest, and arranges to share photos on social media.
- A consultant working in the school notices a student being isolated by the other students. The consultant thinks getting the student involved in a group he's part of might help. The consultant asks for the student's contact details so he can discuss it with the student's parents.

## Further information

[Student protection procedure](#)

[Allegations against employees in the area of student protection procedure](#)

### 9. Your blue card requirements

The blue card system — Queensland's Working with Children Check — assesses a person's eligibility to work or volunteer with children based on their national criminal history and other disciplinary and police information.

- Present your blue card to staff **before you start** (unless you are exempt or don't require a blue card) so it can be:
  - validated online with Blue Card Services
  - cross-checked with your photo ID.
- Inform the school immediately if:
  - your blue card status changes
  - you can no longer volunteer or work for the department.

### 10. Do I need a blue card?

- You'll need a blue card if you:
  - work or volunteer with children under one of the 15 categories of regulated employment in the *Working with Children (Risk Management and Screening) Act 2000* (Qld)and
  - are likely to work with children for more than 7 days\* in a calendar year.

\* All preservice teachers and other adult students on placements, school-based volunteers (excluding parent volunteers) and trainee students in regulated employment are considered to meet the 7-day threshold.



## 11. What is a working with children authority?

A working with children authority is:

- a working with children clearance (commonly referred to as a blue card)
- a working with children exemption (commonly referred to as an exemption card).

The categories that primarily relate to the department are:

- schools
- education and care services, and similar employment (OSHC services and kindergartens)
- child accommodation services (including home stays)
- schools boarding facilities.

Different rules apply to each of these categories, and whether you need a working with children authority will depend on the:

- environment
- activity
- frequency.

**Always check with Blue Card Services (1800 113 611) for blue card requirements.**

## 12. How will I know whether I'm working or volunteering in restricted employment?

Some people can work with children even though they don't have a blue card, such as:

- a volunteer parent
- a volunteer who's under 18
- paid or unpaid staff working in child-regulated employment for no more than 7 days in a calendar year.

These people fall into a category known as 'restrictive employment', which gives them an exemption from needing a blue card.

## 13. How will I know whether I'm a restricted person?

A restricted person is not eligible to work or volunteer with children. They've been deemed a 'restricted person' because they:

- have been issued with a negative notice
- have a suspended blue card
- are a disqualified person
- have been charged with a disqualifying offence that hasn't been finalised.

These people can't be given an exemption under the terms of 'restrictive employment'.

That means we can't have a restricted person working in our schools as an employee or volunteer. If we did, we'd be breaking the law.

## Working SAFELY



### 14. What are my blue card responsibilities?

- If you're a restricted person, you can't start or continue working or volunteering in restricted employment. If you currently work or volunteer in restricted employment, you must stop immediately.
- If you're not sure whether you're a restricted person, contact Blue Card Services on 1800 113 611 for more information.
- When you finish reading this document you'll need to declare that you're not a restricted person. If your status changes, or you can no longer volunteer or work for the department, you must notify your supervisor immediately.

**Remember: It's an offence for a restricted person to start or continue working or volunteering in restricted employment. The maximum penalty is \$71,875 (500 penalty units) or 5 years in prison.**

## Restricted person scenarios

### Scenario 1

A consultant providing an essential service for children has their blue card suspended. They work with children for only 6 days in a calendar year. Can they keep working with the school?

#### Answer

No. They're a restricted person because their blue card has been suspended. And even though they work no more than 7 days in a calendar year, they can't rely on the 'restricted employment' exemption. It's an offence for a restricted person to start or keep working or volunteering in restricted employment.

It's also an offence for an employer to employ or keep employing a restricted person in restricted employment if they know (or should reasonably know) they are a restricted person.

### Scenario 2

A person previously convicted of a disqualifying offence is now the parent of a child in primary school. They want to volunteer at their child's school, reading with the students and working at the tuckshop. Can they rely on the volunteer parent exemption to volunteer with reading and tuckshop at the school?

#### Answer

No. They're a restricted person because they were convicted of a disqualifying offence. As much as they want to volunteer in their child's school as a volunteer parent, they can't rely on the restricted employment exemption.

# Working SAFELY



## Further information

### **Blue Card Services fact sheets**

[Rights and obligations for blue card holders \(PDF, 175KB\)](#)

[Contractors and tradespeople \(PDF, 268KB\)](#)

[Restricted person and restricted employment explained for individuals](#)

[Blue Card Services – 1800 113 611](#)

### **Department of Education policies, procedures and guidelines**

[Working with children authority procedure](#)

[Working with children authority guidelines \(DOCX, 383KB\)](#)

[Flow chart – Blue card requirement for contractors/tradesperson working in schools \(PDF, 183KB\)](#)

# Working TOGETHER



This module helps you celebrate diversity and create inclusive workplaces.

## 1. We're committed to creating inclusive and diverse workplaces where everyone feels they belong

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• We want you to feel heard, valued, and safe to bring your whole self to work.</li></ul>   | <ul style="list-style-type: none"><li>• We value your contribution to our decisions and direction.</li></ul> |
| <ul style="list-style-type: none"><li>• When we all feel<ul style="list-style-type: none"><li>○ valued for our diversity</li><li>○ comfortable about being ourselves</li><li>○ supported in our roles</li></ul>we connect better with each other and have a sense of belonging.</li></ul> |  |

## 2. We all have a role to play

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Encourage different perspectives when solving problems.</li></ul>  | <ul style="list-style-type: none"><li>• Check your assumptions about a person's ability, experience and potential.</li></ul>  |
| <ul style="list-style-type: none"><li>• Make reasonable workplace adjustments so employees have the support and resources they need to do their job.</li></ul>             | <ul style="list-style-type: none"><li>• Show respect for the Traditional Custodians of the land where you're having your meeting by conducting an Acknowledgement of Country.</li></ul> |
| <ul style="list-style-type: none"><li>• Take a moment to consider what we assume about people who aren't like us, and how these assumptions can create barriers.</li></ul> |   |

### Here are some examples of inappropriate behaviour

- An adult student on professional experience placement uses racist language when referring to another student.
- A contractor speaks aggressively to a colleague when they disagree on how to solve a problem.
- A consultant refuses to work with people from other ethnicities.

## Further information

[Anti-Discrimination Act 1991 \(Qld\)](#)

[Multicultural Recognition Act 2016 \(Qld\)](#)

[Disability Discrimination Act 1992](#)

# Protecting our INFORMATION



This module talks about your responsibilities for protecting the department's information.

1. Treat official information with care	
<ul style="list-style-type: none"><li>• Use it only for its intended purpose.</li></ul>	<ul style="list-style-type: none"><li>• Stop and think before sharing it with others.</li></ul>
<ul style="list-style-type: none"><li>• Keep it secure and protected.</li></ul>	<ul style="list-style-type: none"><li>• Follow all access control procedures.</li></ul>
2. You have an obligation to keep our information secure	
<ul style="list-style-type: none"><li>• Treat all information as confidential.</li></ul>	<ul style="list-style-type: none"><li>• Comply with all relevant procedures.</li></ul>
<ul style="list-style-type: none"><li>• Ensure the information stays on-site.</li></ul>	<ul style="list-style-type: none"><li>• Report any known or suspected security threats.</li></ul>
3. Follow our procedures when handling information to avoid potential risks	
<ul style="list-style-type: none"><li>• Comply with all directions and instructions.</li></ul>	<ul style="list-style-type: none"><li>• Maintain records correctly.</li></ul>
<ul style="list-style-type: none"><li>• Stop and think before taking any action.</li></ul>	<ul style="list-style-type: none"><li>• If you're not sure whether you should take a particular action, ask your supervisor.</li></ul>

## Here are some examples of inappropriate use of information

- A volunteer gives a student's contact details to a person claiming to be the student's father without checking with anyone first.
- A consultant working in a school sees the behaviour report of a student they know on the photocopier. They make a copy of the report and take it home.
- A preservice teacher receives the answers to a school exam, and shows them to a student they have gotten to know.
- A contractor tells a friend about upcoming work at a departmental facility (including details of the proposed budget) so they know exactly what to quote for doing the work.

## Further information

[Information Privacy Act 2009 \(Qld\)](#)

# Appendix 1

## Student protection fact sheet for contractors, volunteers, visitors, and preservice teachers and other adult students on placements

For Queensland state schools, there's no higher priority than the safety and wellbeing of our students.

This fact sheet provides information about:

- your responsibility to report all suspicions of harm or risk of harm to students or children
- what you need to remember about your own behaviour
- the reporting obligations of school staff members.

Contractors, volunteers and visitors include people who have contact with students or children online or away from a school site to provide services to the school.

### What are my student protection responsibilities?

The responsibilities of visitors to state schools are outlined in the Department of Education's [Student protection procedure](#). You need to:

- complete student protection training as directed by the principal of every school you visit or provide services to
- report any suspicions of harm or risk of harm to a student or child, formed in the course of your duties, to the principal as soon as possible
- discuss any suspicions of concerning student sexual behaviours or sexual relationships (including sexting) with the principal.

### What is 'harm'?

Harm is any significant detrimental effect on a student or child's physical, psychological or emotional wellbeing.

Harm can be caused by:

- sexual abuse
- physical abuse
- emotional abuse
- neglect.

A student or child can be harmed by someone they know, a stranger, a Department of Education employee, another student or themselves.

# Appendix 1 (cont.)

## When do I need to report?

You must report to the principal as soon as you become aware of, or suspect, a student or child has been harmed or is at risk of harm in the course of your duties.

'In the course of your duties' means whenever you're performing paid work, volunteer duties or duties as part of a preservice placement for the Department of Education. This includes activities:

- on school sites
- during excursions, camps and other extracurricular activities
- online.

You must also tell the principal if you become aware of or suspect any concerning sexual behaviour or relationships involving students, including sexting

**Any adult in Queensland who believes a child is being or has been sexually abused by another adult must report it to the Queensland Police Service (QPS). If you form this belief in the course of your duties, you must instead report it to the principal. If your information meets the threshold for reporting, the principal will forward a report to the QPS and/or Child Safety.**

## How do I contact the principal?

Every school has a different process. However, you can usually contact the school office and ask to speak with the principal about a confidential matter. If you can't contact the principal, either ask to speak with the deputy principal or contact the relevant regional office.

## What if my concerns relate to the principal?

If you suspect the principal or another departmental employee has harmed, is harming, or could potentially harm a student or child, you must report it. Refer to the [Allegations against employees in the area of student protection procedure](#) to find out how to report your suspicions.

## What do I need to remember about my own behaviour?

- **ALWAYS** interact professionally with students – even outside school hours.
- **NEVER** intentionally harm a student or child – physically, psychologically or emotionally.
- **NEVER** touch a student or child in a sexual way, or engage in any other inappropriate interactions with them whether in person, online or through other forms of communication.

## What if I'm concerned about a student's online safety?

While the internet can be a great learning resource for students, it can also potentially expose them to:

- unwanted online contact
- cyberbullying
- violent or inappropriate content.

# Appendix 1 (cont.)

If you think a student or child has been harmed or is at risk of harm from these or other online activities, you must tell the principal as soon as possible.

A great way to stay up to date with online safety issues and advice is to visit the *eSafety Commissioner* website. There you'll find a guide on the key online safety issues for young people, as well as practical tips and advice on what to do if things go wrong. And if you need extra support, their *Online safety: A guide for parents and carers* publication has a list of services that can provide it.

## How do school staff members report student protection concerns?

All school staff members must report reasonable suspicions of sexual abuse or likely sexual abuse to the principal, who will then report it to the QPS.

School staff members must also report reasonable suspicions of physical, sexual or emotional abuse or neglect to the principal, who will then report it to Child Safety when the child may not have a parent able and willing to protect them from harm.

The department's *Student protection procedure* and *Allegations against employees in the area of student protection procedure* provide clear instructions to school staff members on how to report student protection concerns in a way that meets their reporting obligations.

## Further information

[eSafety Commissioner website](#)

[Online safety: A guide for parents and carers \(PDF, 1.5MB\)](#)

[State schools regional office contacts](#)

If you have any questions or concerns about the conduct of a departmental employee's, contact the Intake and Assessment team on (07) 3055 2950 or by email at [intake@qed.qld.gov.au](mailto:intake@qed.qld.gov.au).

# Appendix 2

## Fact sheet for preservice teachers and other adult students on placements

If you're a preservice teacher or other adult student on a professional experience, practical or clinical placement, here's what you need to know about your responsibilities, training and conduct.

### How you'll be supervised during your placement

- As you'll be performing your placement activities under the full supervision of the school's employees and officers, you and the school will need to negotiate your start date and attendance times.
- You won't be paid for your placement.
- You won't be expected to fill a position, relieve workloads or replace absent staff.
- Throughout your placement you'll be supervised by someone with the appropriate qualifications, experience and skills. If that person can no longer supervise you for any reason, the school will try to find you another supervisor. Unfortunately, if they can't find a replacement then you won't be able to continue your placement.

### What are my responsibilities?

1. Read Appendix 1 (if you haven't already). You'll need to meet all those requirements as well as what we're about to tell you.
2. Act within the scope of the agreed tasks and activities of a preservice teacher or other adult student on placement.
3. Make sure you have a current blue card before you start your school placement. This is a requirement under the *Working with Children (Risk Management and Screening) Act 2000* (Qld).
4. Present your blue card to staff **before you start** (unless you're exempt) so it can be:
  - validated online with Blue Card Services
  - cross-checked with your photo ID.
5. Notify the school immediately if your blue card status changes.
6. Tell the school about any relationships you have with staff or students (or any other conflicts of interest) **before you start** your placement.
7. Give the school:
  - the details of your preservice placement supervisor from your training institution or university
  - any other documentation that's needed (e.g. proof you've reached the necessary level of registration needed for your placement).
8. Complete all school-specific mandatory training such as:
  - the *Key messages guide 2025* (this document)
  - fire and emergency response training
  - any health, safety and wellbeing training relevant to the area you'll be working in.
9. Complete the Induction Planner for preservice adult students on placement (available on the [Induction page](#) on OnePortal).

## Appendix 2 (cont.)

10. Find out what you need to do (and who you need to tell) if:
  - you'll be absent on any day of your placement
  - your placement circumstances change in any way
  - you have any concerns about a student, especially relating to mental health
  - you need to report an incident or injury that happens during your placement.
11. Keep the school's information, business and activities confidential. This includes information that's verbal, written, electronic or in any other form.

# Declaration

I've read the Mandatory All-Staff Training *Key messages guide 2025*, and acknowledge that:

- I need to work ethically, protect departmental information, work safely, and respond appropriately to any suspicion of student harm
- I need to follow the department's policies and procedures (including blue card requirements) as required
- I know where to get further information or support.

I also know the *Key messages guide 2025* Record of Completion:

- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used to show I have read the *Key messages guide*.

**Contractor, volunteer, visitor, or preservice teacher or other adult student on placement to complete**

<b>Name</b>	
<b>Signature</b>	
<b>Name of parent/caregiver*</b>	
<b>Date</b>	

\* To be signed by a parent/caregiver if the preservice teacher or other student on placement is under 18 years.



## Record of Completion

The Mandatory All-Staff Training program's *Key messages guide 2025* is valid for 12 months from the date of issue.

<b>Contractor, volunteer, visitor or preservice teacher or other student on placement</b>	<b>Principal or manager</b>	<b>School stamp</b>
<b>Name:</b>	<b>Name:</b>	
<b>Signature:</b>	<b>Signature:</b>	
<b>Date:</b>	<b>Date:</b>	

If you have any questions or concerns about the information in this guide or completing the declaration, please speak to a supervisor, manager or principal.

# Acknowledgements

The Mandatory All-Staff Training program was published by the State of Queensland (Department of Education) in 2025 and contains copyright material owned by the State as well as material owned by third parties. The following attributions acknowledge the copyright owners of the third-party material included in this course, as well as the moral rights owners of photographs owned by the State.

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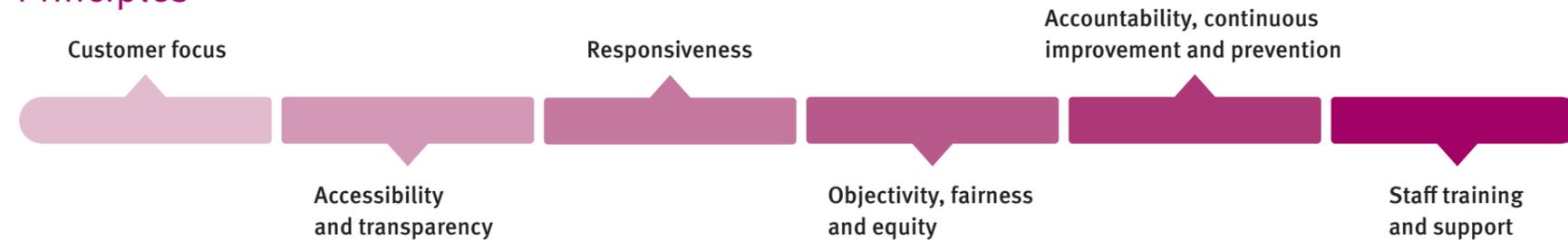


The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration with Iscarlot Media (IM) in 2022.



# Customer complaints management framework

## Principles



### What is a customer complaint?

An expression of dissatisfaction about the service or action of the department, or its staff, by a person who is directly affected by the service or action, and includes complaints related to:

- a decision made, or a failure to make a decision, by a public service employee of the department
- an act, or failure to act, by the department
- the formulation of a proposal or intention by the department
- the making of a recommendation by the department
- the customer service provided by a public service employee of the department.

Source: section 264 *Public Sector Act 2022* (Qld)



### Accessibility

Customer complaints can be made by:

- telephone
- email
- in person
- Smart Service Queensland
- QGov website
- departmental social media
- letter.

When making a customer complaint, complainants:

- can be supported by a friend, an advocate, an interpreter or a community Elder
- can request other reasonable assistance, such as translation services or text telephone services
- will be provided information about how to make a customer complaint and how complaints will be managed, including any review options available
- can remain anonymous, although this may limit how we can address the complaint.



### What is not a customer complaint?

Our customers contact us for many reasons and most of the time our customers do not have a complaint. It is not a complaint when our customers:

- request more information
- request a change in services or request a new service
- make a suggestion for improving our services
- provide feedback on the department's performance
- are not directly affected by the decision or action of the department
- provide information (e.g. reporting an incident).



### Complaint response times

The time it takes to resolve a customer complaint depends on a number of factors, including when the complaint was made and the complexity of the complaint. As a guide:

- customer complaints may take up to 30 working days to resolve
- complaints involving human rights issues will take up to 45 business days
- an internal review should take 20 working days, subject to complexity.

\* For school-related complaints, working days refers to school days during the school term.

## Our approach



The Department of Education welcomes feedback from its customers.



We use customer complaints data to inform improvements and to meet our complaints reporting obligations under the [Public Sector Act 2022 \(Qld\)](#) and [Human Rights Act 2019 \(Qld\)](#).

# Customer complaints management framework

## How we handle customer complaints

We try to resolve customer complaints as quickly as possible at the point where the complaint is received or after it is re-directed to the appropriate business area. If a complainant is dissatisfied, they may be able to ask for a review.

Our approach to handling complaints is based on the Australian/New Zealand Standard on complaints management (AS/NZS 10002:2022).



### Early resolution

Frontline handling and resolution of customer complaints

#### Resolving at point of receipt

- We always try to resolve customer complaints quickly at the frontline or the point where the complaint is received so we can fix issues locally.



### Internal review

Dissatisfied customer seeks internal review

#### Requesting an internal review

- Complainants can request an internal review if dissatisfied with the way the department handled the complaint or if the outcome is unreasonable.



### External review

Dissatisfied customer seeks external review

#### Requesting an external review

- Complainants can ask an external agency, such as the Queensland Ombudsman, to review the department's handling of their customer complaint if they are dissatisfied.



## Complaint categories

The department uses set categories to record customer complaints at the organisational level. This helps us analyse customer complaints to identify trends and issues to improve our services. The categories are:

- Health and safety
- Services
- Staff and volunteers
- Policy and procedure
- Third parties
- Assets, infrastructure and information technology
- Procurement, fees and charges
- Privacy
- Other.



## Out of scope complaints

Some complaints are outside the scope of this framework and will be managed through different processes:

- complaints under the *Education and Care Services Act 2013* (Qld) and the Education and Care Services National Law
- complaints about certain decisions made under legislation
- complaints about decisions made under a contract
- individual employee grievances under the *Public Sector Act 2022* (Qld) and Public Sector Commission Directives
- complaints involving corrupt conduct under the *Crime and Corruption Act 2001* (Qld)
- public interest disclosures under the *Public Interest Disclosure Act 2010* (Qld).



## Complainant responsibilities

Customers making a complaint are responsible for:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated, including abusive, aggressive or disrespectful behaviour
- providing a clear idea of the problem and the desired solution
- providing all relevant information when the complaint is made
- understanding that some decisions cannot be overturned or changed under the framework approach
- informing the department of changes affecting the complaint including if help is no longer required.



### Resources

- Complaints policy and customer complaint management procedure
- Internal review procedure
- Compliments and customer complaints website
- Information for parents and carers factsheet
- Queensland Public Service Customer Complaint Management Framework and Guideline

# Child and student complaint form

Has something gone wrong? Tell us by filling out this form

If you need help to fill in this form, you can ask a teacher, principal or other adult to help you or call 13 74 68.

## Tell us about you

First name:

Last name:

Your school:

Class:

Phone number:

Email:

## Tell us what happened. Who or what are you unhappy with?

Please turn the page over



## Tell us where it happened

**Tick one or more:**

- |  |   |
|--|---|
| <input type="checkbox"/> In the classroom  | <input type="checkbox"/> Travelling to school   |
| <input type="checkbox"/> In the playground | <input type="checkbox"/> Travelling from school |
| <input type="checkbox"/> Online            | <input type="checkbox"/> Other:                 |

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## Tell us when it happened

**Tick one or more:**

- |  |   |
|--|---|
| <input type="checkbox"/> In the last week      | <input type="checkbox"/> More than one month ago        |
| <input type="checkbox"/> In the last few weeks | <i>If you know the date it happened, write it here:</i> |

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## Tell us what you want to happen now. What would make you happy?

## Is it okay if we contact you to talk about what happened?

**Tick one answer:**

- Yes  No

## How can we contact you? Tick one or more:

- |                                |   |
|--------------------------------|---|
| <input type="checkbox"/> Phone | <input type="checkbox"/> Call someone you trust |
| <input type="checkbox"/> Email | <i>Tell us their name and phone number:</i>     |

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### What next?

**Give this form to someone you trust to send it for you.**

This might be a teacher, parent, principal or somebody else you trust.

### Or you can email or post the form to us at:

 **Email it to:**  
SSSD.Governance@qed.qld.gov.au

 **Post it to:**  
Schools and Student Support Division,  
Department of Education PO Box 15033,  
CITY EAST QLD 4002