

to assist with students experiencing chronic mental health issues or events. Additionally, the school backs onto a flour mill, there is flour in the air at all times. The flour settles on staff cars and can be seen each day, more importantly it may cause health issues for some of the students and staff. The flour mill also sprays chemicals to deter birds from getting into the grain. That spray results in the death of some birds. The school has come to an arrangement with the mill, who sends a worker on a regular basis to collect and dispose of the dead birds lying around the school grounds.

45. **Exhibit Q** to this affidavit is a flowchart detailing the Barrett School Program criteria and referral process.
46. **Exhibit R** to this affidavit is a copy of the list of students who currently attend the Barrett School. We also perform outreach to [REDACTED] more students. [REDACTED]

These alumni students are still invited to school events, such as pizza days.

47. In my opinion the Tennyson site is not the most suitable location for a special school or a Barrett style school.
48. The staff were informed by Mr Mark Campling of the Department of Education and Training that the school will remain at the Tennyson location in 2016, to the best of his knowledge. My understanding is that Tennyson Special School will be moved into the demountable offices currently occupied by the Barrett School and we will move into the main school buildings.

General

49. The Commission has requested any other information relevant to the Terms of Reference.
50. I recall [REDACTED] saying in late 2013, perhaps in November or December, "[REDACTED]". I distinctly remember [REDACTED] saying this, though I cannot recall the context of the comment. The reality of the situation is: the Barrett Adolescent Centre was closed and three of our young people died tragically.

EXHIBIT 19

- 14 -

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

Sworn by Janine Irene Armitage on)
14 December 2015 at Brisbane in the)
presence of:)



A Justice of the Peace, C. Dec., Solicitor

In the matter of the *Commissions of Inquiry Act 1950*
Commissions of Inquiry Order (No.4) 2015
Barrett Adolescent Centre Commission of Inquiry

CERTIFICATE OF EXHIBIT

Exhibits A to R to the Affidavit of Janine Irene Armitage sworn on 14 December 2015.

[Redacted Signature]

Deponent

[Redacted Signature]

A J.P., G.Dec., Solicitor



In the matter of the *Commissions of Inquiry Act 1950*
Commissions of Inquiry Order (No.4) 2015
Barrett Adolescent Centre Commission of Inquiry

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Barrett Adolescent Centre Commission of Inquiry

BARRETT ADOLESCENT CENTRE COMMISSION OF INQUIRY

Commissions of Inquiry Act 1950
Section 5(1)(d)

REQUIREMENT TO GIVE INFORMATION IN A WRITTEN STATEMENT

To: Janine Armitage

Of: c/- Crown Solicitor, by email to [REDACTED]

I, the Honourable MARGARET WILSON QC, Commissioner, appointed pursuant to Commissions of Inquiry Order (No. 4) 2015 to inquire into certain matters pertaining to the Barrett Adolescent Centre ("the Commission") require you to give a written statement to the Commission pursuant to sections 5(1)(d) of the *Commissions of Inquiry Act 1950* in regard to your knowledge of the matters set out in the Schedule annexed hereto.

YOU MUST COMPLY WITH THIS REQUIREMENT BY:

Giving a written statement prepared either in affidavit form or verified as a statutory declaration under the *Oaths Act 1867* to the Commission on or before **4:00 pm Friday 11 December 2015**, by delivering it to the Commission at Level 10, 179 North Quay, Brisbane.

A copy of the written statement must also be provided electronically either by: email at mail@barrettinquiry.qld.gov.au (in the subject line please include "Requirement for Written Statement"); or via the Commission's website at www.barrettinquiry.qld.gov.au (confidential information should be provided via the Commission's secure website).

If you believe that you have a reasonable excuse for not complying with this notice, for the purposes of section 5(2)(b) of the *Commissions of Inquiry Act 1950* you will need to provide evidence to the Commission in that regard by the due date specified above.

DATED this 25th day of November 2015

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

Barrett Adolescent Centre Commission of Inquiry**SCHEDULE****Background and experience**

1. Outline your professional qualifications and provide a copy of your current or most recent curriculum vitae.
2. Provide details of your background in the education of children and adolescents with special needs and/or mental health issues.

Involvement with the Barrett Adolescent Centre (BAC) School

3. The Commission understands that you hold the role of Teacher at the BAC School. If so, please outline and explain:
 - a. The period for which have been employed at the BAC School;
 - b. Your duties and responsibilities in this position;
 - c. The nature of your employment and provide copies of your job description, letter of offer and employment contract.
4. Outline and explain any changes in your position and/or terms of employment or engagement throughout your time with the BAC School, including reasons for the change, timing of the change, and changes in duties or responsibilities. Please provide all relevant documents and communication in relation to any changes in your position and/or terms of employment or engagement.
5. Outline and explain the reporting structure at the BAC School. To whom do you report? Who reports to you as a supervisor or manager?
6. To your knowledge, describe the teaching program at the BAC School both before and after the closure of the BAC in January 2014, including, but not limited to:
 - a. the educational curriculum;
 - b. the structure of the teaching staff;
 - c. the engagement between the teaching staff and other professionals; and
 - d. whether the program was tailored to suit the needs of the BAC clients and if so, how it was tailored and the structures in place to develop tailored programs.

Barrett Adolescent Centre Commission of Inquiry

7. Describe your work at the BAC School, including, but not limited to:
 - a. on average, the number of students you teach or assist in teaching at any given time;
 - b. the subjects you teach or assist in teaching; and
 - c. your roster at the BAC school including the duration of each class and how often you teach or assist in teaching.
8. Outline and explain the nature and frequency of communication between clinical and educational staff at the BAC School, including whether there was any formal structure of communication between clinical and educational staff.
9. Outline and explain the nature and extent of involvement of students' families in school activities and curriculums.
10. Outline and explain key challenges in your role at the BAC School, including, but not limited to:
 - a. actions taken (if any) in response to the challenges; and
 - b. relevant communications (if any) you had with anyone else in relation to the challenges.

Closure of the BAC

11. Outline and explain the circumstances in which you became aware of the decision to close the BAC. In particular:
 - a. on what date, by whom, and by what means were you informed about the closure decision?
 - b. what reasons (if any) were provided for the closure decision?
 - c. detail all relevant communications in relation to how you became aware of the closure decision.
12. Were you consulted about the intention to close the BAC and were your views or opinions sought in relation to the likely impact of the closure? If so, what views or opinions did you communicate, when and to whom?
13. Did you have any concerns regarding the closure of the BAC? If so, did you voice those concerns, and if so, how, when and to whom?

Barrett Adolescent Centre Commission of Inquiry

Closure date

14. When did you first become aware of the January 2014 closure date?
15. How was the closure date communicated to staff of the BAC School?
16. Were you consulted about the closure date? If so, what was the nature and extent of your input?
17. Did you have any concerns regarding the January 2014 closure date? If so, did you voice those concerns, and if so, how, when and to whom?

Transition arrangements

18. Did anyone from the BAC or the BAC School consult you or other staff from the BAC School (to your knowledge) in relation the transition of students to alternative care associated with the closure of the BAC? If so, on what date, by whom and by what means were you consulted?
19. Were you or other education staff (to your knowledge) consulted about the students' ongoing educational needs and how those needs would be met during the transition period? If so, please outline and explain:
 - a. those educational transition arrangements;
 - b. the circumstances of the consultation, including, but not limited to, the date on which you were consulted, by whom and by what means;
 - c. who was responsible for the educational transition of patients;
 - d. how the students' educational needs were taken into consideration in developing and implementing the transition arrangements; and
 - e. detail all relevant communications in relation to the consultations.
20. The Commission understands that you were involved in coordinating work experience placements for several BAC patients in or around October 2013. If so, please outline and explain:
 - a. the circumstances in which you came to be involved in coordinating these work experience placements;
 - b. the nature and extent of your involvement; and
 - c. whether you were consulted about the students' ongoing vocational needs and how those needs would be met during the transition period, and, if so, how these vocational needs were taken into consideration in developing and implementing the transition arrangements.

Barrett Adolescent Centre Commission of Inquiry

21. What support (if any) was offered or provided to you and any other staff of the BAC School (to your knowledge) between the announcement of the closure decision on 6 August 2013 and the closure of the BAC in January 2014? Did you feel supported?
22. To your knowledge, have there been any management decisions related to the intention to close the BAC that impacted on the day-to-day operation of the BAC school? If so, please outline and explain:
 - a. changes to staffing arrangements (if any) including who made the decision in relation to the change, the date of the decision and its communication, how the decision was communicated, and the reasons given for the change;
 - b. changes to student and teaching arrangements (if any); and
 - c. any other relevant management decisions.
23. What were the arrangements for the continuation of the employment of educational staff working at BAC following the decision to close the BAC?
24. Did you maintain contact or do you continue to have any involvement with any of former patients of the BAC or their families, carers or friends following the closure of the BAC? If so, please outline and explain the nature and extent of this contact and/or involvement.

Relocation to Yeronga

25. Did you have any involvement/input into the decision to relocate the BAC School to Yeronga? If so, please outline and explain:
 - a. the nature and extent of your involvement/input;
 - b. who else was involved in the decision;
 - c. why Yeronga was chosen as the relocation site.
26. If you did not have any involvement/input into the decision to relocate the BAC School to Yeronga, outline and explain the circumstances in which you became aware of the relocation, including on what date, by whom and by what means were you informed about the relocation.
27. How many BAC students were transitioned to the new site at Yeronga? What happened to those who did not transition to Yeronga?
28. Was the school at Yeronga able to continue offering an appropriate level of education and care to clients with severe mental health issues?

Barrett Adolescent Centre Commission of Inquiry**Subsequent relocation to Tennyson**

29. Did you have any involvement/input into the decision to relocate the BAC School to Tennyson? If so, please outline and explain:
- a. the nature and extent of your involvement/input;
 - b. who else was involved in the decision;
 - c. why Tennyson was chosen as the relocation site.
30. If you did not have any involvement/input into the decision to relocate the BAC School to Tennyson, outline and explain the circumstances in which you became aware of the relocation, including on what date, by whom and by what means were you informed about the relocation.
31. How similar is the school in its current form at Tennyson to the BAC school at Wacol?
32. What are the criteria for entry to the Tennyson school?
33. Describe the student cohort at the Tennyson school, including the number of students and the ages of students.
34. Is the Tennyson site well suited to a special school?
35. To your knowledge what is the staffing structure of the school, including the number of educational and clinical staff? Does the school employ a psychologist or social worker?

General

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

JANINE IRENE ARMITAGE

PERSONAL STATEMENT

Having worked at the University of Queensland in administrative and executive administrative roles at Pro-Vice - Chancellor, School, Department, and Student Support Service levels, I have developed a high level of communication and negotiation skills and am well acquainted with the interrelationships between the various stakeholders that make up the university family.

Having also worked at the Barrett Adolescent Centre Special Purpose school for various periods over the past 15 years (fulltime since 2008), I am well experienced in working with adolescents with mental health issues and am accustomed to liaising with the stakeholders involved with the health and wellbeing of the students.

I speak several languages, have taught and delivered programs to students with multi-faith and culturally diverse backgrounds and with mental health issues in Australia and overseas and am therefore well experienced in working with and understanding the idiosyncrasies of people from different cultures and with differing mental capacities. In my current capacity incorporating Vocational Education and Liaison teacher duties, I have direct experience in negotiating and communicating with people from a range of backgrounds including government, public, academic, commercial, professional and not-for-profit agencies, in the quest to transition students into the community, new social settings, further education, the workplace or into volunteer positions as required.

I am accustomed to running multiple programs and projects, with varying deadlines and budgets at secondary and tertiary education levels and on a commercially driven outcome basis.

I am experienced at working as part of a team and on a one –to-one basis and enjoy making a positive difference to the lives of others, irrespective of their background or age, either via teaching or management.

EDUCATION

BACHELOR OF ARTS, UNIVERSITY OF QUEENSLAND, 1982-84

Government, Foreign Languages, Sociology, English

Award – University of Queensland Prize - Public Administration

Award – Royal Australian Institute of Public Administration Prize

POSTGRADUATE DIPLOMA IN EDUCATION, UNIVERSITY OF QUEENSLAND, 1997-1998

Awarded – S1+ Teacher Education Rating (highest award possible is usually S1)

Special Education qualified.

PROFESSIONAL AND PERSONAL DEVELOPMENT (TRAINING)

Assoc. for Tertiary Education Management – Advanced Training in Change Leadership (2000)

The University of Queensland - Marketing Course (2000)

New Zealand Vice-Chancellors' Committee Administrators Course (2000)

Applied Behaviour Analysis & Non Averse Behaviour Management Course (2009)

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Action Against Bullying Education Series (2010)

Aggressive Behaviour Management for Healthcare Workers -Training (3 day program) (2011)

Trauma Therapy and its effects on student learning (2011)

First Aid – Perform CPR (2011)

Trauma Therapy Inservice (2012)

Language Development in Adolescents (2012)

Eating Disorders (2012)

Cert IV in Training and Assessment – TAE – 5 day course (VET Qualification) (2013)

Australian Childhood Foundation - Teaching Traumatized Students (2013)

First Aid Course - Emergency Life Support (2013)

Restorative Practices – Affect and emotion in the restorative school (2014)

Generation Next – Mental Health and Wellbeing of Young people – Gold Coast (2014)

Australian Childhood Foundation - 5 Day International Trauma Conference – Childhood trauma : Understanding the basis of change and recovery - Melbourne – (2014)

Supporting Young People’s Re-engagement Forum – Focus on practice approaches to school refusal (2014)

Youth Mental Health First Aid Course (2 days) (2014)

Non-violent Crisis Intervention (2015)

Happiness for Worrywarts (2015)

Student Protection (2015)

Employer policies and Procedures (2015)

Behaviour Management (2015)

Australian Childhood Foundation – Understanding the Neurobiology of Complex Trauma – 2 day course (2015)

Brainwise – Creative Interventions with Traumatized Children, Young People and Families (2015)

First Aid Course - Emergency Life Support (2015)

Generation Next – Mental Health and Wellbeing of Young people – Gold Coast (2015)

Mentoring Beginning Teachers Course (2015)

SKILLS

Speak the following languages – English, Afrikaans, French, German and understand Dutch.

Well versed in the implementation and management of programs to support students from various cultural and educational backgrounds as well as students with mental health issues

Comfortable working in a high energy team environment.

Substantial experience in communicating with stakeholders at executive, medical and client level in secondary and tertiary education settings.

Experienced in working and liaising with external government and non-government bodies as

EXHIBIT 19

well as public agencies and commercial enterprises.

Knowledge in the area of mental health issues relating to young people

Highly developed analytical and problem solving skills.

Well versed (experienced) in dealing with adolescents with mental health issues.

Good working knowledge of the following software; Excel, Word, PowerPoint, Adobe, outlook.

WORK HISTORY EXAMINATIONS SECTION UQ – GRADUATE CLERK

1986-1987

- Organise and administer examinations for internal and outside institutions
- Organise and conduct special examinations for disabled students
- Compile presentations for dissemination of information to students with disabilities
- Liaise with Brisbane City Council to increase transport during examination periods

OFFICE OF THE PRO-VICE-CHANCELLOR- BIOLOGICAL SCIENCES UQ – GRADUATE ASSISTANT

1987-1989

- Assist Pro-Vice-Chancellor with management of the finances of Departments in the group (\$26 million p.a.)
- Liaise with central administration sections concerning group policy
- Organise executive and group council meetings – including agenda formulation and compiling materials and tables for presentation at meetings)
- Provide administrative advice to departments in the group – including monitoring their accounts and expenditure

INTERNATIONAL OFFICE UQ – OVERSEAS ADMISSIONS OFFICER

1989

- Liaison with Government agencies and outside bodies regarding financial support, visas, English proficiency and qualifications of international students
- Provide general assistance to overseas students in all aspects of admission
- Assist Departments with international student enquiries
- Assessment of international student qualifications

SCHOOL OF LIFE SCIENCES UQ - EXECUTIVE OFFICER/MANAGER (FORMERLY DEPARTMENT OF ZOOLOGY & ENTOMOLOGY – ADMINISTRATIVE OFFICER)

1990 – 2001

- Executive assistance in management of the operations of the School (including academic, administrative and financial management)
- Management of multiple programs requiring strong organisational skills
- High level administrative support including; strategic planning, formulation of budget; problem solving ;formulation and preparation of documents for and participation in Faculty/School/Departmental committees
- Liaison with central bodies on behalf of postgraduate students including acting as a source of advice and help as well as providing pastoral care

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TEACHER – LONDON AND HOME COUNTIES (U.K)

2002 – 2007

- Taught students across the curriculum in 15 schools both in London and the home counties (in both fulltime capacity and on a contract/supply basis)
- Taught students from various ethnic, cultural, religious and linguistic backgrounds- ranging from Church of England schools to predominantly Muslim schools where the first language was Urdu.
- Had a wide range of experience with students with special needs – ranging from the full autism spectrum, mental health issues to mild learning difficulties
- Taught students from low socio-economic backgrounds to the wealthy Windsor set

DIRECTOR - IMAGING BUSINESS PTY LTD (U.K.)

2006 – 2009 (continued teaching while taking up the directorship)

- Responsible for the overall organizational planning and scheduling of projects under contract
- Communicating, negotiating and liaising with suppliers, manufacturers and contractors to supply items for project implementation
- Management of entire installation project from commencement of drawings to purchase of all items of equipment to staffing, transport and accommodation for long distance installations
- Management of multiple projects and deadlines within an agreed budget

TEACHER -VOCATIONAL EDUCATION & LIASION OFFICER - BARRETT ADOLESCENT SPECIAL PURPOSE SCHOOL

1999-2001 Casual and Temporary fulltime positions at Barrett (then worked overseas from 2002-2007 then returned to Barrett 2008)

2008 - present

- Teach English and Home Economics /Life skills to the student body in preparation for their transition into society.
- Team-teach in various classes as required.
- Provide one-on-one tutoring/teaching to students as required.
- Liaise with government, public, academic, educational, commercial, professional and not-for-profit agencies and organisations, social clubs or groups to organise various (work, volunteer, education, work experience) placements for students as required.
- Organise excursions to provide community access, careers information, tertiary/further education information, workplace sample visits and educational experiences for students
- Assist students to have a smooth transition into either further or higher education, the community, a new social setting, a volunteer position, work experience or the workforce

EXHIBIT 19

PROFESSIONAL ACHIEVEMENTS PART OF THE TEAM INVOLVED IN RESTRUCTURING THE NEW DEPARTMENTS IN THE SCHOOL OF VETERINARY SCIENCE (While working in the Office of the Pro-Vice-Chancellor – Biological Sciences)

Provided high level support to the Pro-Vice-Chancellor in the restructuring of staff and finances for the (then) new Departments of Companion Animal Medicine and Surgery (CAMS) and Farm Animal Medicine and Production (FAMP) in the School of Veterinary Science Review.

LEADERSHIP MANAGEMENT TEAM THAT AMALGAMATED THE DEPARTMENTS OF ZOOLOGY AND ENTOMOLOGY

Assisted Head to take Department through a retreat to formulate amalgamation and subsequent development of a business plan for the new Department of Zoology & Entomology. Also formulated a marketing plan for the new department to recruit both undergraduate and postgraduate students.

PRESENTATION OF A PROGRAM FOR STUDENTS WITH DISABILITIES

(While Working in the Examinations Section at U.Q.)

Compiled and presented a program to provide guidelines and information to assist students with disabilities with exams. The program was aimed at both new students commencing courses and advanced students continuing their studies.

HELPED YOUNG PEOPLE WITH MENTAL HEALTH ISSUES

(While working at Barrett Adolescent Centre Special Purpose School)

Helped to provide education and restore self-esteem and social and emotional capabilities to young people with Mental Health Issues

REFERENCES

DEBBIE RANKIN

Principal Barrett Adolescent Centre School



PROFESSOR GORDON GRIGG

Emeritus Professor of Zoology



WRITTEN REFERENCE FROM PROFESSOR CRAIG MORITZ – (CAN BE SUPPLIED ON REQUEST)

While dated, it perfectly encapsulates my tertiary experience, professionalism and work ethic.

Professor Moritz was the Acting Head of School of Biological Sciences at the University of Queensland at the time this reference was written.

Tamara Armitage

Movement History

25-Jan-2013	13-Dec-2013	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	1.0	50.0
							p		0	0
04-Jan-2013	23-Jan-2013	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	FTE change	Temp	TAS	0.6	30.0
							p		0	0
17-Dec-2012	03-Jan-2013	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	1.0	50.0
							p		0	0
09-Jul-2012	14-Dec-2012	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	1.0	50.0
							p		0	0
20-Jan-2012	06-Jul-2012	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	0.4	20.0
							p		0	0
20-Jan-2012	06-Jul-2012	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	2	Temporary	Temp	TAS	0.2	10.0
							p		0	0
03-Jan-2012	18-Jan-2012	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	FTE change	Temp	TAS	0.4	20.0
							p		0	0
27-Dec-2011	02-Jan-2012	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	FTE change	Temp	TAS	0.6	30.0
							p		0	0
12-Dec-2011	26-Dec-2011	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	FTE change	Temp	TAS	1.0	50.0
							p		0	0
05-Sep-2011	09-Dec-2011	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporary	Temp	TAS	0.6	30.0
							p		0	0

EXHIBIT 19

30-May-2011	08-Jul-2011	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporari	Temp	TAS	0.60	30.00
25-Feb-2011	26-Apr-2011	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	2	Temporari	Temp	TAS	0.20	10.00
21-Jan-2011	11-Dec-2011	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	0.40	20.00
26-Jul-2010	01-Oct-2010	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporari	Temp	TAS	0.40	20.00
17-May-2010	09-Jul-2010	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporari	Temp	TAS	0.40	20.00
12-Apr-2010	10-Dec-2010	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	0.40	20.00
22-Mar-2010	29-Mar-2010	MER	Goodna Special School [3034]	Tch-Intell Impr	1	Rehire	Temp	TAS	1.00	50.00
22-Feb-2010	12-Mar-2010	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	1.00	50.00
23-Nov-2009	11-Dec-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	1	Rehire	Temp	TAS	0.20	10.00
23-Nov-2009	11-Dec-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporari	Temp	TAS	0.20	10.00
09-Nov-2009	20-Nov-2009	MER	Barrett Adolescent Centre Special School [3056]	Tch-Info Tech	1	Rehire	Temp	TAS	1.00	50.00
05-Oct-2009	06-Nov-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporari	Temp	TAS	0.20	10.00

EXHIBIT 19

Janine A

17-Aug-2009	28-Aug-2009	MER	Barrett Adolescent Centre Special School [3056]	Tch-Intell Impr	2	Temporary	Temp	TAS	0.60	30.00
13-Jul-2009	06-Nov-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	1	Rehire	Temp	TAS	0.20	10.00
15-Jun-2009	10-Jul-2009	MER	Barrett Adolescent Centre Special School [3056]	Tch-Info Tech	1	Rehire	Temp	TAS	1.00	50.00
09-Mar-2009	12-Jun-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	1	Rehire	Temp	TAS	0.20	10.00
02-Mar-2009	06-Mar-2009	MER	Goodna Special School [3034]	Tch-Intell Impr	2	Temporary	Temp	TAS	0.20	10.00
02-Mar-2009	06-Mar-2009	MER	Barrett Adolescent Centre Special School [3056]	Tch-Info Tech	1	Rehire	Temp	TAS	0.80	40.00
27-Jan-2009	27-Feb-2009	MER	Barrett Adolescent Centre Special School [3056]	Tch-Info Tech	1	Rehire	Temp	TAS	1.00	50.00
03-Nov-2008	12-Dec-2008	MER	Goodna Special School [3034]	Tch-Intell Impr	1	Rehire	Temp	TAS	1.00	50.00
08-Sep-2008	17-Oct-2008	MER	Barrett Adolescent Centre Special School [3056]	Tch-General	1	Rehire	Temp	TAS	1.00	50.00
08-Oct-2001	19-Oct-2001	MER	Barrett Adolescent Centre Special School [3056]	Tch-General						

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ppt.

Corinda District Office
689 Sherwood Road Sherwood
PO Box 73 Corinda Queensland 4075 Australia
Telephone [REDACTED] Website www.education.qld.gov.au



27 September 2001

Mrs Janine Irene Armitage
[REDACTED]

Dear Mrs Armitage

Welcome to Education Queensland. You have been appointed to Barrett Adolescent Centre Special School as a temporary full-time Teacher (General), to commence duty on 8 October 2001. Unless otherwise advised this engagement will cease on 19 October 2001.

Barrett Adolescent Centre Special School is located at Orford Drive, Wacol, Phone [REDACTED]. If you require any clarification or advice with regard to your appointment please contact the Principal, at the above address, or this office.

Your general conditions of employment are detailed in the 'Conditions of Employment' enclosure.

Confirmation of your salary classification will appear on your fortnightly pay advice. In order to ensure the prompt payment of your salary, please arrange with your Principal to complete a Commencement Advice Form on your first day of duty.

Due to the nature of your appointment I confirm that you are not eligible to claim reimbursement of your appointment expenses.

I trust you find your role with Education Queensland to be fulfilling and enjoyable.

Yours sincerely
[REDACTED]

Principal Personnel Officer

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CC Principal, Barrett Adolescent Centre Special School