

Improvement strategies

Continue to access regional support to redevelop the whole-school curriculum plan to provide a clear context for delivering the curriculum, giving priority to literacy and numeracy which is reflective of the students' curriculum program in their base school.

Link with registered training organisations or educational facilities to access and/or deliver certificate courses.

Expand joint curriculum planning and delivery with base schools to enhance teacher understanding and curriculum delivery.

Consider the development for ICPs for students functioning more than a year below age cohort in line with departmental policy.

3.7 Differentiated teaching and learning

Findings

The principal encourages teachers to tailor their teaching to individual student needs and readiness linked to their presenting mental health status.

Some use is made of assessment instruments to identify skill gaps in student learning. However, teachers are yet to develop the data literacy, which will enable them to understand and address gaps in learning.

NEPs are being collaboratively developed for all students that clearly identify base school and BACSS teaching and learning foci. Reasonable adjustments to meet individual student needs are discussed regularly in meetings and progress is monitored. This is consistent with the emerging whole-school curriculum direction.

Teaching occurs in small group or on an individual basis at BACSS with staged re-engagement in class groups at the base school as appropriate for each student. Tailored and sustained interventions are in place to support students returning to a base school or alternative programs after a period of disengagement. Interventions include joint progression of core assessment tasks across both sites.

A Personal Education Report is utilised to report on student's learning progress against the headings of academic skills, personal and social capability, work and employability and supported integration. This report has been used for all students. Parents receive weekly email reports on their student's progress.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, professional development program 2015, pedagogical framework, negotiated education plans, staff, student, SGO and leadership team interviews, school professional development days.

Improvement strategies

Further develop the data literacy skills of teachers to monitor student learning growth, adjust programs in a timely manner and reflect on the effectiveness of their teaching.

Work towards including collaboratively developed adjustments and interventions within the NEPs for all students.

3.8 Effective pedagogical practices

Findings

The principal and staff articulate a desire to see effective teaching occurring in the school.

The BACSS - Pedagogical Approach document describes an *Inreach* program, which includes elements of the base school program, access to alternative education settings as well as the Australian Curriculum General Capabilities. The complementary *Outreach* program focuses on supporting the students in base schools, in their home settings as well as providing professional development and mentoring of base school staff.

The pedagogical framework is informed by medically based research identified in the areas of positive psychology, neurological reparative therapy, trauma research and contemporary mental health practice and research. It makes limited reference to educational research-based practices.

Networking with other educational sites, particularly the Edmund Rice Flexible Learning Centre and the Lady Cilento Hospital School amongst others, has exposed staff to other modes of classroom practice.

Teachers report that students receive feedback from their teachers enabling students to understand what actions are required to further learning progress.

Although teachers observe others' practices as a result of the nature of the teaching environment, there is limited evidence of principal spending time working with teachers, providing feedback on teaching and where appropriate, modelling effective teaching strategies.

There is evidence that teachers work to build students' beliefs in their own capacities to learn successfully.

The creation of applied learning environments – food technology (cooking), earth and environment (gardening) assists students to become engaged, challenged and to feel safe in taking risks in their learning.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Great Results Guarantee 2015, school data, student files, weekly e-mails to parents, Professional Development Whole School Plan 2015, The Barrett Adolescent Special Purpose School - Pedagogical Approach document, staff, parents and leadership interviews.

Improvement strategies

Collaboratively develop, implement and embed the school's pedagogical framework to ensure its continued fit for purpose and the ownership of this document at all levels.

Ensure that the school pedagogical framework is consistently implemented through staff professional development, mentoring, coaching and feedback on practice.

3.9 School and community partnerships

Findings

The school is working with Metropolitan Regional Office seeking ways to enhance student learning and wellbeing. This support has included ICT, financial, mentoring and curriculum direction.

A wide range of external stakeholders, including the Assertive Mobile Youth Outreach Service (AMYOS), Serenity House, the Lady Cilento and Royal Brisbane Hospital Mental Health Units have been engaged in partnership with the school in an effort to better support educational outcomes for the students. The school has developed a partnership with Busy Beat Café for work sampling. Previously this partnership has also been used for individual students to work towards the attainment of vocational certificates.

A range of government health agencies also work collaboratively with the school. However, staff articulate that emergency access to health practitioners/case managers is problematic.

Some personnel have articulated that opportunities exist for closer partnerships with the Lady Cilento Hospital School.

This year the school does not have an operational Parents and Citizens' Association (P&C). Parents interviewed express a desire to resurrect this group, with a focus on bringing parents together to provide mutual support and educational opportunities for parents and families.

Regular stakeholder meetings bring together parents and carers, students and the relevant external agencies.

The school values parent engagement and seeks to connect through a range of sources and events including the weekly email, school website, Barrett Adolescent Centre's pizza day and community morning tea and art activity.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2015, Great Results Guarantee 2015, School Data, student files, weekly e-mails to parents, Professional Development Whole School Plan 2015, The Barrett Adolescent Special Purpose School - Pedagogical Approach document, staff, parents and leadership interviews.

Improvement strategies

Develop relationships between the school and the relevant clinical care providers to proactively respond to identified mental health needs.

Continue to work with Regional Office in order to facilitate access to experiences, support and resources not available within the school.

Enhance the professional learning community with 'partner' schools to share professional practice and build teacher capability.

Expand opportunities to engage parents and carers as partners in their children's learning.

4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Principal Supervisor to discuss review findings and improvement strategies.
- Action plan to be developed and submitted to SIU and region within six weeks of the receiving the review report.

Exhibit I



Media release

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

Statement from Education Minister

Minister for Education, Training and Employment John-Paul Langbroek has demanded Labor stop making false claims about school closures in Central Queensland.

Mr Langbroek said Labor's Education Spokeswoman Yvette D'Ath was deliberately misleading families.

"It is utterly disgraceful of Labor to incite fear and create panic in the Central Queensland community just to score cheap political points," Mr Langbroek said.

"I've made it clear that no more schools would be closed involuntarily during this term of government and there is no ongoing list of schools to be closed.

"The Member for Redcliffe knows this and it is completely irresponsible for her to be scaremongering in such a deplorable manner.

"I call on Yvette D'ath to apologise for the unnecessary panic she is causing families in the Central Queensland community.

"Let's not forget that Ms D'ath's Labor colleagues, including the Member for Rockhampton, let our schools fall into disrepair leaving behind a \$300 million maintenance black hole," he said.

"It was this same Labor government that closed around seven schools every year for 20 years during its time in power.

"The Newman Government has a strong plan for the future of schools in Queensland.

"The chaos and inexperience of Yvette D'ath and her Labor team can't be trusted to deliver a quality education experience for our children."

[ENDS] 12 June 2014

Media Contact: Danita Goodwin [REDACTED]

75

WALTON, Patrea

From: WILKINSON, Wayne ✓
Sent: Tuesday, 6 August 2013 5:53 PM
To: WALTON, Patrea
Cc: RIDER, Chris; DUNCKER, Judith
Subject: FW: speaking notes as indicated re BAC
Attachments: FV SPEAKING NOTES_Sharon.doc

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: FYI

Hi Patrea

Please find attached the message delivered to all staff at the BAC at 3.00pm today. It was delivered without media. Media release will be midnight tonight.

Judith and I spoke separately with DETE staff after the above announcement. Staff remain unclear about timeframes because Health remain unclear about timeframes and service delivery models.

Staff were reassured that their jobs are safe. We will work closely with them to identify how we continue our educational support to young people requiring high level care in 2014.

I will continue to work with Kev over coming weeks to begin our planning towards supporting staff and to develop a concept plan about possible transition options for students and staff.

I will monitor media impact over the coming day(s) and will provide support / and seek advice as necessary. Please let me know if you require additional information.

Regards

Wayne Wilkinson

Acting Assistant Regional Director, School Performance
 Metropolitan Special and Specific Purpose Schools
 Department of Education and Training Level 2 Block A&B Garden Square Macgregor Street, Upper Mount Gravatt
 Private Mail Bag 250 Mansfield DC, Qld 4122 Telephone [REDACTED]
 Mobile [REDACTED]

From: Sharon Kelly [REDACTED]
Sent: Tuesday, 6 August 2013 4:54 PM

To: WILKINSON, Wayne
Subject: speaking notes as indicated re BAC

Notes as discussed

Sharon

Sharon Kelly
Executive Director
Mental Health and Specialised Services

West Moreton Hospital and Health Service

T: [Redacted]
E: [Redacted]

The Park - Centre for Mental Health
Administration Building, Cnr Ellerton Drive and Wolston Park Road, Wacol, Qld 4076
Locked Bag 500, Sumner Park BC, Qld 4074

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Speaking Points
Sharon Kelly
Barrett Adolescent Centre Strategy
6 August 2013

Good afternoon everyone. Thank you for being here today. I have a range of others here as well whom most will know, but particularly can I welcome Wayne and ... from the department of education

This afternoon I will be providing you with an update on the Barrett Adolescent Centre strategy.

I understand you will have a number of questions or comments, but I would ask that you allow me to give you the initial information then I am happy to take questions and we will then find the time to break up into two groups, those from education and those from health to respond to anything specific.

Later this evening a media release will announce changes to the governance of MH extended treatment and rehabilitation for adolescents. I have been asked to relay the content of this announcement to you for your information at this present time. Unfortunately I am not able to hand out the media statement, but will make sure that later this evening or early tomorrow you will have access to a range of materials which will be uploaded to the website tonight.

As you are no doubt aware, eight months ago West Moreton Hospital and Health Service engaged an expert clinical reference group to consider statewide service provision and contemporary models of care for Adolescent extended Treatment and Rehabilitation.

That group has concluded its review and has put forward seven recommendations.

West Moreton Hospital and Health Service has accepted all seven recommendations, including further feedback from the planning group. These recommendations focussed on

- long term governance and planning of services,
- the need for inpatient extend treatment services and supportive residential services
- equitable access for all adolescents across QLD
- care of the current consumers and staff in any transitional process
- educational resources required for this group of adolescents

The most significant of these recommendations was the need to explore new, statewide options for the care of adolescents requiring longer term mental health treatment and propose alternate governance of these services.

These options could include inpatient services, as well as community-based mental health and support services.

To ensure these new options meet the needs of consumers and

reflect a statewide model, a decision has been made that governance of this service model will be assumed by The Children's health service.

An implementation group has been proposed under the leadership of the Children's Health QLD to advance this. A broad range of stakeholders will be included on this group.

Under the governance of Children's Health Queensland, the role of this group is to consult with other hospital and health services across the state, as well as non-government organisations to develop the most suitable options of care. They are not going to recommence but utilising the ECRG work build on that.

It is anticipated that new options of care will be in place by early 2014.

For the current BAC service the operational governance will continue under West Moreton at this time.

Until new options of care become available, young people requiring longer term mental health treatment will continue to be provided that care at Barrett Adolescent Centre by yourselves.

We have a comprehensive communication strategy to ensure that current consumers, families and carers and those on the wait list are informed about this decision with accurate and timely information over the next 24 hours.

What does that mean for you:

1. the complete model at this point in time is not known however we know that work will take place to phase it in by early 2014.
2. your current roles will continue within the BAC as you support the current consumers and any that are on the waiting list to access appropriate and timely care during this period.
3. we know that you will work closely with other service providers, consumers and their carers to identify and support the next phase in our adolescent care.
4. individually each of you will be considering what does this mean for my future, our commitment is that we will work with each of you to identify personally what is required for you. This afternoon is probably not the right time to go into those details and I know Will, Leanne and Terry will come back to you over the next few days with HR to progress this. I remind all staff that employee assistance is available if you feel you need this at this point in time. We are currently working with HR to identify the process of offering any permanent staff who are interested access to a voluntary redundancy process.
5. There is potential for the media to contact you individually. To support you I need to remind you that any media requests or comments that may come your way are better directed to the media and communications unit or through to your Nursing Director here at The Park for them to deal with.
6. I would encourage however that in this time of transition and change that you check the source of truth. If you hear

comment or things that don't seem to align with what has been said here today, then please come to me and ask me so I can clarify for you the source of truth.

7. I know many of you are going to ask so is the Barrett closing. As I indicated there is a changing governance model and within that we will progressively work towards a transition of services for adolescents. As I indicated earlier this is currently aligned to early 2014. Once this transition takes place and in line with the plan for The Park to become an adult service, the physical footprint of BAC will no longer be required.

I think that covers the key points for now, so over to you for any generic questions or we can split into two groups at this point in time?

WALTON, Patrea

From: BLATCH, Peter
Sent: Friday, 2 August 2013 7:16 AM
To: WALTON, Patrea
Cc: [REDACTED] SEILER, Robert; DAVIS, Carmel; RIDER, Chris
Subject: BAC
Attachments: QUESTIONS AND ANSWERS REGARDING THE TRANSITION ARRANGEMENTS FOR THE BARRETT ADOLESCENT CENTRE SCHOOL.doc

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Calendar

Hi Patrea,

Please find attached a draft set of Questions and Answers re the Barrett Centre prepared for DETE staff. I received an email last night to advise the announcement will be made at 2pm Monday. Cheers, Peter

Peter Blatch

Assistant Regional Director, School Performance Metropolitan Special and Specific Purpose Schools Department of Education and Training Level 2 Block A&B Garden Square Macgregor Street, Upper Mount Gravatt Private Mail Bag 250 Mansfield DC, Qld 4122 Telephone [REDACTED]

QUESTIONS AND ANSWERS REGARDING THE TRANSITION ARRANGEMENTS FOR THE BARRETT ADOLESCENT CENTRE SCHOOL

What will happen regarding the educational programs for students currently enrolled at the school?

Education programs will continue for each student. These will be designed to complement the range of contemporary mental health treatment and rehabilitation service options developed by Children's Health Queensland within the Department of Health.

An individual transition learning plan will be developed for each student by teachers at the school, based on each student's needs, as soon as the Department of Health outlines how their service will be provided for that student and where that student will be residing. A flexible approach will be adopted to ensure the learning needs of each student can be maximised and there is least disruption.

Who will assist Barrett Centre School staff develop these individual transition plans?

The expertise of all staff at the Barrett Centre School is recognised and highly valued. To assist them, the DETE Student Services team will be available to support the development of quality educational transition plans for each student. This team includes guidance officers and senior guidance officers, therapists, nurses and other teachers and principals working in the special education area. If required the assistance of staff from the Brisbane School of Distance Education and other schools and centres is available.

How will the student transition plans be developed?

Teaching staff from the Barrett school who know the students and their needs will be asked to work with each student and their parents and other DETE staff to develop these. Input from the Barrett Adolescent Centre and other Hospital and Health staff would be welcomed. The Assistant Regional Director (Special and Specific Purpose) will work with the Principal of Barrett to ensure meaningful transition plans are developed for each student based on their specific needs.

When will these commence?

DETE has been advised that new health treatment and rehabilitation service options are likely to commence from early 2014. Educational provision to these students will reflect these new contemporary care options.

Ideally to cause minimum disruption to students and promote continuity of their learning, the educational services as outlined in their individual transition plans will commence as the new health service provisions are established for each student.

Will the school continue on site?

Not in the long term. The Department of Health has advised that there will be new health and treatment options established for students which will provide services closer to their homes. Arrangements will be made to request the closure of the school after advice is received from the Department of Health that transition arrangements for these young people are finalised.

How will educational services be coordinated during transition?

Initially, from January 2014, to assist the transition of current students, educational services will continue to be coordinated from the Barrett Adolescent School which

will operate from another educational site, still to be identified and close to the area. This will be staffed based on the numbers of students being supported, as at August 2013, which is the usual departmental process for this type of specific purpose school.

How will educational services be coordinated in the long term?

Education Queensland will establish an expert group to consider future educational service options for students with significant mental health and psychiatric needs. This will be influenced by the extended health and rehabilitation service options developed by the Child Health Queensland within the Department of Health. It will also seek input from other appropriate non-government agencies.

This is timely as other work is currently occurring within DETE regarding educational support to students with mental health needs as well as consideration of the new national definition of disability being established by the Australian government.

What will happen regarding the employment of current teachers and teacher aides?

All permanent staff are guaranteed employment with Education Queensland. Officers from HR, Metropolitan Region will work with the Principal to consider all personal requests. Based on their residential addresses a significant number of students are likely to be receiving their educational provisions still within Metropolitan Region. All transfers requested by staff members will be seriously considered. Minimum inconvenience to staff will be the goal.

WALTON, Patrea

From: BLATCH, Peter
Sent: Friday, 4 October 2013 8:49 AM
To: WALTON, Patrea
Subject: RE: Update on BAC
Attachments: BAC fast facts8 131003.pdf

Hi Patrea,
 I am very happy to. We have a template organised to track transitioning students and placements during Term 4.

I received word late yesterday from Health and a copy of their latest newsletter. See attached.

Please see below the latest info which will be put into TRIM today.

Advice received yesterday from the West Moreton Hospital and Health Service is that they are working towards ceasing services from the Barrett Adolescent Centre (BAC) at the end of January 2014. They have advised that this date, however is flexible depending on the availability of ongoing care options for every young person currently at BAC.

Clinical Care Transition Panels are to be established for each individual young person at BAC to review individual care needs and support transition to alternative service options when they are available. The school principal has been invited to be involved in these panel meetings.

Educationally this means:

- Educational services will continue to operate at the Barrett Centre during Term 4 for those students enrolled.
- No new student admissions are likely to occur.
- The Principal will be involved in assisting to develop transition plans to alternate health services for each student.
- Once the clinical placement of each patient has been negotiated and confirmed by the Health Department, the principal, guidance officer and school staff will then develop an appropriate educational program for each student using regular processes.
- Educationally the plan is for all students to have transitioned to a new educational setting from the start of the 2014 school year. This will be based around the model of health provision agreed by parents and as offered by the Health Department.
- There is some urgency to ensure continuity of educational programs for these students as well as providing wherever possible meaningful transition plans.
- The region will maintain on-going contact with the school to ensure minimum disruptions occur for students and wherever possible educationally, transition arrangements are supported.
- Individual discussions will continue with DETE staff to keep them informed of their employment options.

Officers from the Health Dept have been reminded about the sensitivities regarding the closure of any school and have been updated regarding the legislative impact and political sensitivities around this issue at present, particularly in this part of the region.

Best wishes,
 Peter

Peter Blatch
 Assistant Regional Director, School Performance
 Metropolitan Special and Specific Purpose Schools
 Department of Education and Training
 Level 2 Block A&B Garuen Square

Magpie Street, Upper Mount Gravest
Private Mail bag 250 Hamfield DC, QLD 4127

From: WALTON, Patricia
Sent: Thursday, 3 October 2013 5:17 PM
To: SLATCH, Peter
Cc: RIDER, Chris; STEVENSON, Hayley
Subject: Update on BAC

Hi Peter
Would you mind sending me updates throughout term 4 on BAC please?
Patricia

Patricia Walton | Deputy Director-General, Education, Children and

Department of Education, Training and Employment
Floor 22 | Education House | 39 Mary Street | Brisbane QLD 4000
PO Box 15000 | City, East | QLD 4002

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Barrett Adolescent Centre

Welcome to our next update on the Barrett Adolescent Centre for 2013. We hope this newsletter helps keep you informed about Barrett Adolescent Centre. To have your say or if you would like more information, please email [REDACTED]

Kind regards

Naxon Kelly

Executive Director, Mental Health & Substance Services

New Brighton Hospital and Health Service

Barrett Adolescent Centre Building

We continue to work toward the end of January 2014 to cease services from the Barrett Adolescent Centre (BAC) building. This is a flexible date that will be responsive to the needs of our consumer group and as previously stated, will depend on the availability of ongoing care options for each and every young person currently at BAC. The closure of the building is not the end of services for young people. WMIHS will ensure that all young people have alternative options in place before the closure of the BAC building.

Clinical Care Transition Panels

A Clinical Care Transition Panel is being planned for each individual young person at Barrett, to review their individual care needs and support transition to alternative service options when they are available and when the time is right. The Panels will be chaired by Dr Anne Brennan, and will consist of a core group of Barrett clinicians and a Barrett school representative. Other key stakeholders (such as Housing, Child and Youth Mental Health outpatient services and non-government service providers) will be invited to join the Panel as is appropriate to the particular needs of the individual consumer case that is being discussed at the time.

Statewide Project Update: Service Options Implementation Working Group

The Service Options Implementation Working Group (of the Statewide Adolescent Extended Treatment and Rehabilitation Implementation Strategy) met for the first time on 1 October 2013. This half day forum was attended by a range of multi-disciplinary clinicians and service leaders from Child and Youth Mental Health Services from across Queensland (including Barrett), a carer representative and non-government organisation representation. Feedback from the forum has suggested it was a very successful day. A second forum will be held within the next month. All current families and carers of Barrett have been emailed an invitation to provide written submissions on the development of the new service option, moving forward for the consideration of the working group.

Acting Nurse Unit Manager

Mr Alex Bryon will be commencing as the Acting Nurse Unit Manager at Barrett from Monday 14 October 2013. This will allow Vanessa Clayworth to move into the Acting Clinical Nurse Consultant role, and directly support the clinical needs of the young people at Barrett and the progress of the Clinical Care Transition Panels.

Communication with Department of Education, Training and Employment (DETE)

WMIHS continues to liaise directly with DETE on a regular basis, keeping them up-to-date with changes and plans regarding Barrett. DETE is committed to responding to the educational needs of each young person at Barrett, and will work with us on the Clinical Care Transition Panels.

Date: Thursday, 3 October 2013



WALTON, Patrea

From: BLATCH, Peter
Sent: Monday, 4 November 2013 6:25 AM
To: WALTON, Patrea
Cc: RIDER, Christopher
Subject: Barrett Special School update

Follow Up Flag: Follow up
Flag Status: Completed

Hi Patrea,

I have been off for the last few weeks ill so apologies for no update re Barrett Centre.

Things progressing slowly from Health Dept perspective in the development of future models of service delivery for their patients. As this will drive our educational service provisions, there is little to report regarding long term future plans.

Following a meeting with Qld Health last Friday, Metropolitan Region is working on leaving the Barrett School site at the end of this year. Health have advised the Barrett Centre may need to operate after Jan 2014 but assured us the school will not be required.

Kevin Rodgers, our principal is off till week 10 on sick leave. Kevin is unlikely to return and previously hinted at his retirement in early 2014.

Debbie Rankin, a very experienced teacher from the centre is Acting Principal. She is doing a great job and has the respect of all staff both DETE and Qld Health. She is now the representative on all case conferences with Qld Health.

Given the time of school year, the lack of development of any models of service delivery by Qld Health and about [REDACTED] who have been identified as needing educational service provision from the start of 2014, the region is looking at, as a short term measure while awaiting advice from Qld Health:

- a. relocating to the Barrett Special School site to a Metropolitan secondary school site, in the short term
- b. asking the A/Principal to remain pending the non return of the current Principal
- c. offering Barrett permanent staff transfers to other locations
- d. using existing Barrett permanent staff who wish to move to new location the offer of doing so recognising this is likely to be some direct teaching and some advisory visiting teacher work (a small number are from rural locations), dependant on the locations and needs of students.
- e. We will monitor staff deployment- teachers and aides involved to ensure minimum disruption to students and maximum continuity of educational programs.
- f. We are meeting with the QTU today regarding current progress.
- g. We will continue to work with Qld Health to ensure we can be responsive educationally to the future models of psychiatric service delivery they are developing.

Please contact me should you seek further information.

Best wishes,
 Peter

Peter Blatch,
Assistant Regional Director, School Performance Metropolitan Special and Specific Purpose Level 2, Block A & B
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Australia
Telephone: [REDACTED]
Mobile [REDACTED]

WALTON, Patrea

From: BLATCH, Peter
Sent: Friday, 20 December 2013 10:49 AM
To: WALTON, Patrea
Cc: MARSH, Christine; DUNCKER, Judith; BENNETT, Kim
Subject: Barrett Centre Update
Attachments: Barrett Dec20.doc

Hi Patrea,
Please find attached the latest update re Barrett and its relocation to Yeronga SHS.

Have a great break with your family. Thanks for your leadership and support this year. See you in 2014,

Best wishes,
Peter

Peter Blatch
Assistant Regional Director, School Performance
Metropolitan Special and Specific Purpose Schools
Department of Education and Training
Level 2 Block A&B Garden Square
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Dear Patrea

Update re: Barrett Special School

1. The Barrett Special School will relocate to the Yeronga State High School (YSHS) site (Year 7 Block) for the start of 2014. This is a transition arrangement only until the detailed plan around residential care for young people requiring psychiatric support, to be provided by Queensland Health, has been accepted by the State Government. The new Barrett Special School will operate both a centre-based and outreach services during Semester 1 2014 for adolescent students with severe mental health issues. The Barrett School will continue to operate with its own Principal and staff, and will be located in a specific area of the YSHS site, with its own entry. Kevin Rodgers (Principal) has returned from leave and will continue from the start of 2014 as part of the transition to the new location.
2. It is believed that ■ students currently enrolled at the school will require educational services for 2014. At least ■ of these students are likely to require direct school-based educational services at the new Barrett site. The remaining ■ students are likely to require a visiting teacher service, which will be provided by teachers from the Barrett School. The Region has also identified other students with severe mental health issues, who are currently on a waiting list for entry to a residential mental health facility. These adolescents are also likely to require educational support from the start of 2014. The Barrett program could accommodate a maximum of 20 students.
3. Previous enrolment to the Barrett School relied on admission to the Barrett Centre by a psychiatrist. The Region has developed a transitional Admission Procedure for 2014 based on referral by the child's psychiatrist. Senior Guidance Officer Bryan Day, a registered psychologist, Michelle Bond, Chair of the Regional Mental Health Committee and Peter Blatch, Assistant Regional Director Special and Specific Programs comprise the panel which will review all prospective enrolments for 2014. This admission procedure does not extend the previous enrolment parameters and is in line with other enrolment processes for students with disabilities in DETE.
4. All permanent staff, ie. 5.3 teachers and 78 hours teacher aide time per week have been relocated to the new site. Staffing will be monitored closely. A registered nurse will also be employed for six months as part of the transition to assist with the student health and well-being. Should any of these resources not be required based on a low student enrolment, they will be reallocated to other programs supporting students with mental health in the region.
5. No further advice has been received from Queensland Health regarding their new proposed model of service. Once this has been received, the region will arrange for a review of services to occur. This will be timely as it can occur as part of the rationalisation of educational support to hospital services which will be required with the commencement of the new Children's Hospital (Cilento Hospital) in November 2014.

Peter Blatch

WALTON, Patrea

From: BLATCH, Peter
Sent: Monday, 31 March 2014 10:29 AM
To: WALTON, Patrea
Cc: CAMPLING, Mark
Subject: Update re Barrett Centre and Hospital programs

Follow Up Flag: Follow up
Flag Status: Completed

Hi Patrea,

Just a note to advise all progresses well re the transition of the Barrett into the new hospital school programs. QHealth are on board with our plans.

The principals of the two hospital schools and I met with their Combined Board and also the P and Cs Qld representative who were supportive in principle. I will meet with the QTU in early May at their request re this.

On a personal note, would you be aware if anything more has happened re Karen's and my contract? I have heard nothing since our chat on the 20 March.

Enjoy Hawaii and have a great well earned break,

Peter

Peter Blatch
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WALTON, Patrea

From: BLATCH, Peter
Sent: Thursday, 17 July 2014 11:41 AM
To: WALTON, Patrea; STEVENSON, Hayley
Cc: CAMPLING, Mark
Subject: Update re Lady Cilento Hospital School

Follow Up Flag: Follow up
Flag Status: Completed

Hi Patrea and Hayley,
Just an informal note to update you as to the progress of the proposed new Lady Cilento Hospital School and the relocation of Barrett Adolescent School.

These two initiatives were bogged down for the last term while it was sorted out legally which of these four sites were schools, approved special schools or educational institutions. We are now clear, Legals have been provided with evidence and historical and TRIM documents reflect this.

The good news is that in reality each of the four schools, school communities, hospital communities, P and C Qld and QTU are very supportive of our proposals. QTU and Hospital Advisory Board are frustrated that this is taking so long to progress. I am not aware of any group not supporting this. I have also spoken with all RDs (as in March) who were supportive of the proposals.

Mark Campling and I are meeting with all key stakeholders next Thursday just to update all parties as to our progress and confirm we are on track for the start of 2015.

In summary:

1. TRIM document 14/141424 is now with your section requesting the Mater Hospital School (which is really an educational institution and not a special school) be renamed the Lady Cilento Children's Hospital School and that the majority of the educational programs operating at the Royal Children's School are included in this new school site. (As these programs are not schools there is no need for any gazettal of this.)
2. TRIM document 14/144043 seeks the Ministers approval to consult regarding the amalgamation of the Barrett Adolescent Centre Special School with the Tennyson Special School (which are approved special schools- just confirmed that this is the documented case) and for the public notice regarding the proposed amalgamation to be Gazetted.

We will keep you informed re these.

Best wishes,

Peter

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WALTON, Patrea

From: BLATCH, Peter
Sent: Friday, 20 December 2013 10:49 AM
To: WALTON, Patrea
Cc: MARSH, Christine; DUNCKER, Judith; BENNETT, Kim
Subject: Barrett Centre Update
Attachments: Barrett Dec20.doc

Hi Patrea,
Please find attached the latest update re Barrett and its relocation to Yeronga SHS.

Have a great break with your family. Thanks for your leadership and support this year. See you in 2014.

Best wishes,
Peter

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Dear Patrea

Update re: Barrett Special School

1. The Barrett Special School will relocate to the Yeronga State High School (YSHS) site (Year 7 Block) for the start of 2014. This is a transition arrangement only until the detailed plan around residential care for young people requiring psychiatric support, to be provided by Queensland Health, has been accepted by the State Government. The new Barrett Special School will operate both a centre-based and outreach services during Semester 1 2014 for adolescent students with severe mental health issues. The Barrett School will continue to operate with its own Principal and staff, and will be located in a specific area of the YSHS site, with its own entry. Kevin Rodgers (Principal) has returned from leave and will continue from the start of 2014 as part of the transition to the new location.
2. It is believed that ■ students currently enrolled at the school will require educational services for 2014. At least ■ of these students are likely to require direct school-based educational services at the new Barrett site. The remaining ■ students are likely to require a visiting teacher service, which will be provided by teachers from the Barrett School. The Region has also identified other students with severe mental health issues, who are currently on a waiting list for entry to a residential mental health facility. These adolescents are also likely to require educational support from the start of 2014. The Barrett program could accommodate a maximum of 20 students.
3. Previous enrolment to the Barrett School relied on admission to the Barrett Centre by a psychiatrist. The Region has developed a transitional Admission Procedure for 2014 based on referral by the child's psychiatrist. Senior Guidance Officer Bryan Day, a registered psychologist, Michelle Bond, Chair of the Regional Mental Health Committee and Peter Blatch, Assistant Regional Director Special and Specific Programs comprise the panel which will review all prospective enrolments for 2014. This admission procedure does not extend the previous enrolment parameters and is in line with other enrolment processes for students with disabilities in DETE.
4. All permanent staff, ie. 5.3 teachers and 78 hours teacher aide time per week have been relocated to the new site. Staffing will be monitored closely. A registered nurse will also be employed for six months as part of the transition to assist with the student health and well-being. Should any of these resources not be required based on a low student enrolment, they will be reallocated to other programs supporting students with mental health in the region.
5. No further advice has been received from Queensland Health regarding their new proposed model of service. Once this has been received, the region will arrange for a review of services to occur. This will be timely as it can occur as part of the rationalisation of educational support to hospital services which will be required with the commencement of the new Children's Hospital (Cilento Hospital) in November 2014.

Peter Blatch

Assistant Regional Director Special & Specific Purpose
Metropolitan Region

Ref: 13/

Exhibit M







































































