

**QUEENSLAND CHILD PROTECTION  
COMMISSION OF INQUIRY**

Date: 10.10.2012Exhibit number: 78

**STATEMENT OF PATRICK DESMOND MALLETT**

I, Patrick Desmond Mallett of c/- Cape York Aboriginal Australian Academy Aurukun Campus 702 Wuungkam St Aurukun in the State of Queensland, Acting Campus Principal solemnly and sincerely affirm and declare:

1. I am Acting Campus Principal at the Cape York Aboriginal Australian Academy (CYAAA), Aurukun Campus, Department of Education, Training and Employment.
2. I have been temporarily appointed to this position since May 2011. I live and work in the Aurukun Community.
3. When planning and reviewing my work and seeking approval for decisions, when required, I report to my direct line manager Ms Cindy Hales, Executive Principal CYAAA who is based in Cairns.
4. Prior to this appointment I was:
  - February 2010 to May 2011 - Deputy Principal and Head of Department at Cape York Aboriginal Australian Academy, Aurukun Campus;
  - January 2008 to February 2010 - classroom teacher and Behaviour Management at Tagai State School, Thursday Island; and
  - January 2004 to January 2008 - classroom teacher and Student Welfare Officer at Toolooa State High School, Gladstone.
5. I hold a Bachelor of Laws and a Graduate Diploma of Education.

**ROLE**

6. The purpose of my role, as the Acting Campus Principal at CYAAA is defined by Education Queensland as leadership and delivery of the following key tasks:
  - Lead the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students.
  - Uphold principalship as a values based, ethical and moral activity.
  - Embed socially just practices in daily school life.
  - Set high standards for student and staff performance.
  - Actively participate in lifelong learning and ongoing professional development.
  - Form partnerships with parents, other government agencies, community groups, industry and business.
  - Futures oriented and strategic.
  - Understand the legislation and policies that impact on schooling.
  - Manage resources to achieve goals.
7. My duties and activities include:
  - Line Manager of curriculum delivery at Aurukun CYAAA.

Signature of officer



Witness Signature



- Line Manager of Behaviour Management including supervision and monitoring of the Positive Behaviour Co-ordinator. The Positive Behaviour Co-ordinator is an Education Queensland (EQ) employee who implements and monitors Academy Behaviour Management policies at Aurukun School.
- Implementation of all EQ and CYAAA policies and procedures across the school.
- Working with others to develop Education Support Plans for those children in out of home care who are identified as meeting the eligibility criteria.
- Overall supervisory role of Child Protection reporting. This involves staff coming to me with any child protection concerns. I then determine appropriate action using:
  - EQ legislation, policies and procedures;
  - EQ criteria sheets on the five categories of harm; and
  - looking at the severity of the incident or situation, risk factors involved, and previous concerns.

Appropriate action may involve mandatory reporting, or monitoring and recording of the child and situation or submission of an SP form.

I assist inexperienced teachers in completion, quality assure already completed forms and email off all SP4 forms. I then manage further monitoring and support of children involved and liaise with any Child Safety or CPIU staff who make contact regarding the SP forms.

- Overall management of all EQ teachers along with other staff employed by CYAAA.
- Supervision and line manager of the EQ Students with Disabilities (SwD) Co-ordinator whose responsibilities include:

*Students who have been previously verified;*

- The SWD coordinator conducts interviews with stakeholders including the classroom teacher, specialists, parents and at times the students themselves. At this meeting discussions are based around formulating suitable educational goals for the student and what supports we are able to provide. These goals are then uploaded to One school as ISPs (Individual student plans).
- EAP's (Educational adjustment plans) on the Adjustment Information Management System (AIMS) database are updated accordingly. EAPs consist of the supports in which the school provides for each student in order for them to access and participate in the curriculum.
- The SWD coordinator works with the classroom teacher to make adjustments and develop strategies to best suit the student.

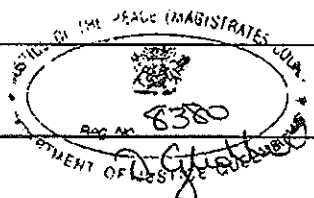
*Students have not yet been verified;*

- The SWD coordinator collects background information on the student (both medical and from the parent, carer and school's perspective).

Signature of officer



Witness Signature



- The SWD coordinator obtains parental consent (EAP1) in order to begin with the verification process.
- The SWD coordinator co-ordinates diagnosis; whether that be via audiologist or paediatrician.
- SWD coordinator completes an EAP4 outlining the disability and adjustments made as well as an accommodating diagnosis/ medical proof of disability.
- The SWD coordinator conducts interviews with stakeholders including the classroom teacher, specialists, parents and at times the students themselves. At this meeting discussions are based around formulating suitable educational goals for the student and what supports we are able to provide. These goals are then uploaded to One school as ISPs (Individual Student Plans).
- The SWD coordinator works with the classroom teacher to make adjustments and develop strategies to best suit the student.

*Early Intervention:*

- SWD coordinator completes an 'Application to access early childhood development programs' (programs for students under Prep age) along with an Early Childhood Development Program (ECDP) cover letter and an ECDP registration form.
- The SWD coordinator works with the Guidance Counsellor and me to develop and implement Education Support Plans for children in care who are identified as meeting the eligibility criteria.

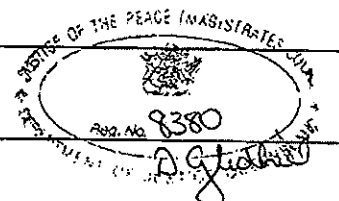
8. As part of my role I have

- Involvement in fortnightly Families Responsibility Commission meetings, which deals predominantly with attendance related issues.
- Fortnightly Positive Behaviour Action Group meetings with the Positive Behaviour Co-ordinator, which monitors implementation of Positive Behaviour policies and Student Behaviour Incentives.
- Fortnightly Student Support meetings with the Special Needs teacher, Positive Behaviour Co-ordinator, Guidance Counsellor Education Queensland and Psychologist Queensland Health, which monitors Students With Disabilities, Behavioural Issues and Student Welfare.
- Fortnightly Special Needs meetings with the Special Needs teacher to monitor and supervise implementation of Special Needs requirements in the school.
- Monthly Inter-Agency Meetings with all community stakeholders including Aurukun Shire Council, Queensland Health, Queensland Police, Department of Communities, Families Responsibilities Commission, Aurukun Justice Group. These meetings co-ordinate and communicate work of all Government agencies in Aurukun.

Signature of officer  
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Witness Signature



- Weekly supervisory progress meetings lead by CYAAA Executive Principal, Cindy Hales, with the other campus principals and the CEO Chief Executive Officer of CYAAA, Ms Danielle Toon. These meetings monitor and evaluate individual campus performance weekly.
- Weekly Data meetings with the National Institute for Direct Instruction, which monitors student and group progress and analyses testing and progression of students.
- Weekly conversations with Queensland Police Service to discuss wider law and order issues in the community.

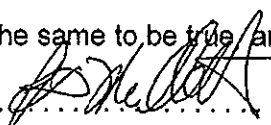
9. As part of my role I have contact with:

- Families Responsibility Commission
- Child Mental Health Practitioners
- Queensland Police
- Queensland Health (Aurukun based staff and visiting specialists)
- Child Safety
- Education Queensland Guidance Counsellor, who is based in Cairns but has multiple contact with the school weekly and visits one to two times per term.
- Parents and caregivers, including the provision of CYAAA newsletters, copies of which are attached (**Attachment 1**).

10. Some of the outcomes from my role and its work with the Aurukun Community include:

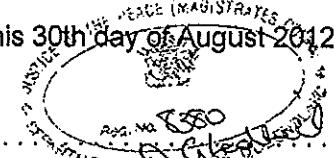
- An effective implementation of Positive Behaviour Management which has resulted in reduced Behaviour Management issues at the school and truancy.
- In servicing of staff on Child Protection through the Online EQ course and training run by the Guidance Counsellor regarding all Student Protection requirements.
- Systematic implementation and delivery of support for students with disabilities.
- Productive relationships established with stakeholders including the Child Protection Unit, Queensland Police Service and the Department of Child Safety.

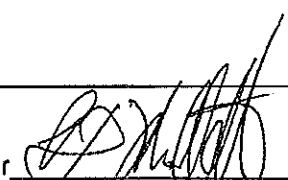
I make this solemn declaration conscientiously believing the same to be true and by virtue of the provisions of the *Oaths Act 1867*.

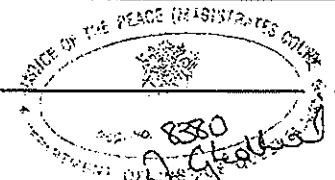
Signed ...  ...  
Patrick Desmond Mallett

Taken and declared before me, at

this 30th day of August 2012.

Witness. ....  ...  
Solicitor/Barrister/Justice of the  
Peace/Commission for Declarations

Signature of officer   
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Witness Signature 



## Cape York Aboriginal Australian Academy

## Aurukun Campus Newsletter

Get ready. Work hard. Be good.

TERM 1, 2012 | March

### From the Executive Principal

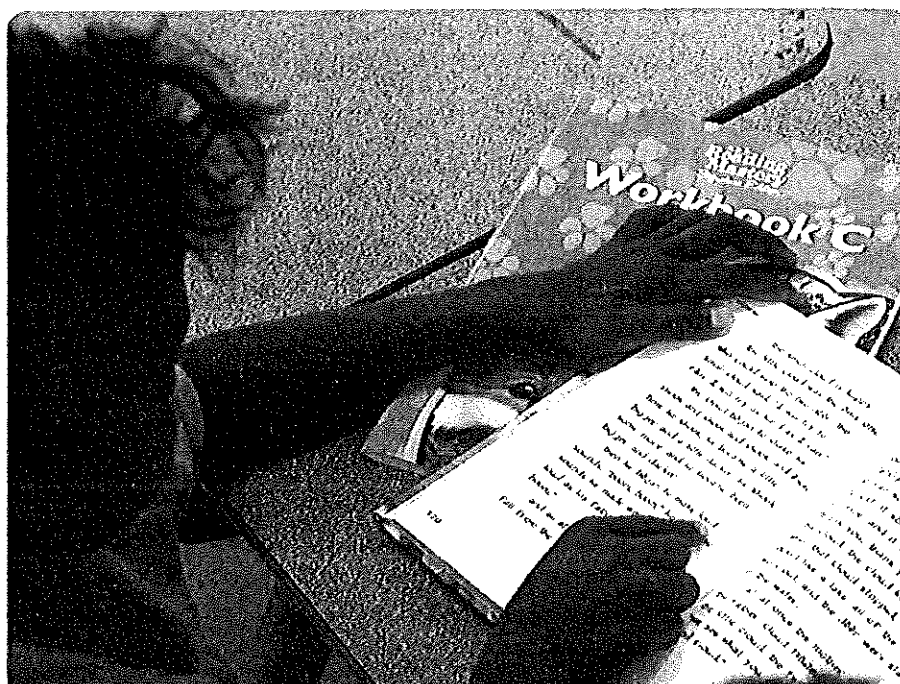
I would like to wish a warm welcome to all students, parents, carers and families to a new year 2012.

All of our Academy campuses of Hope Vale, Aurukun and Coen have commenced the year well with strong attendance. It is so great to see many children in school uniforms and ready to learn. We are looking forward to a strong year of academic achievement in Class, Club and Culture lessons.

From now, you will receive a Campus Newsletter twice a term, once in the first couple of weeks and one within the last fortnight of term, where we will share our progress with you.

I look forward to meeting and talking with parents as I visit the schools, please come up and say hello or I'll drop around and see you on a home visit with our Student Case Managers.

— Cindy Hales



### From the Campus Principal

2012 has begun wonderfully at Aurukun campus. Attendance has been good although we are keen to see more children coming to school every day of the week. Student behaviour at school has been very good and students are working hard.

Our new teachers have settled in very well to the school and the community and our returning teachers are helping their transition. Club and Culture continues to have record attendance with many exciting things happening. We really appreciate the Cultural Tutors and the work that they do sharing their rich cultural knowledge with students.

Our grounds and facilities have never looked better thanks to our incredible

groundsmen and cleaners and we thank everyone in the team for their work.

We have so many exciting events happening at the Aurukun campus that we look forward sharing them with you as we go throughout the year. Each term you will receive two newsletters so that we can share our strong progress with you.

We looked forward to a happy year of learning and community engagement in Aurukun.

Please come in and see your children learning they are proud to show off how well they are working.

— Patrick Mallet

**School starts back on Monday 16th April for Term 2**

# As parents and carers what can you do every day to support your child?

## GET READY

- ✓ A good night's sleep
- ✓ Healthy breakfast and lunch
- ✓ Wash & brush teeth
- ✓ Neat clean school uniform with shoes
- ✓ Arrive at school on time

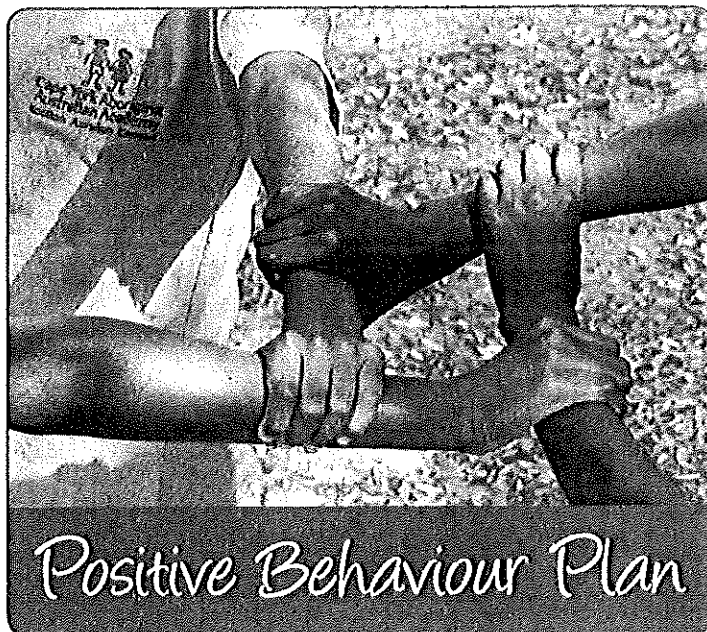
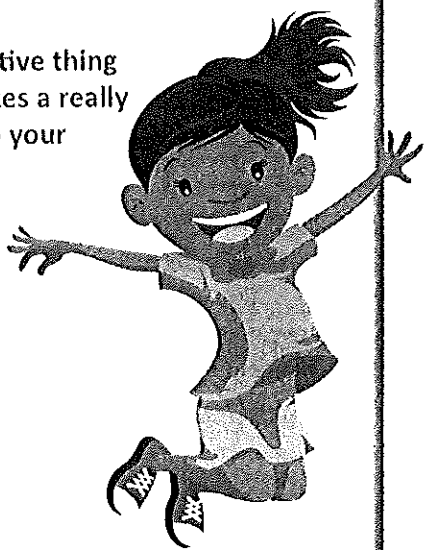
## WORK HARD

- ✓ Come and see your child learning in class
- ✓ Ask your child what they learn each day
- ✓ Ask your child to read to you
- ✓ Talk to the teachers to see what else you can do to support your child learning

## BE GOOD

- ✓ Praise your child when they do good things
- ✓ Talk about the importance of good behaviour with your child
- ✓ Celebrate with your child when they bring certificates home or demonstrate good behaviour.

Every small positive thing  
that you do makes a really  
big difference to your  
child every day.



## Positive Behaviour Plan

### Purpose Statement:

We the staff and students at the Cape York Aboriginal Australian Academy commit ourselves to working together to provide a positive, safe, and enriching school environment that encourages learning, cooperation, and respect.

### Philosophy:

It is our expectation that all students will achieve. No exceptions, and no excuses.

### Motto:

Get Ready! Work Hard! Be Good!

### School Wide Expectations:

- Be respectful
- Be cooperative and responsible
- Be safe
- Be Friendly and caring
- Attend school everyday

### Classroom Expectations:

In order for us to learn and do our best, we must:

1. Keep hands, feet and objects to yourself
2. Listen and show respect for others
3. Respect the property of others
4. Walk and talk politely in the classroom and around school
5. Raise hand to speak or leave seat
6. Follow teacher directions the first time.





# This year in Class, Club and Culture instruction

## CLASS

Lessons through our Direct Instruction curriculum in Reading, Language, Spelling and Maths continue every day. High expectations for learning and no excuses.

This is a great opportunity for parents and carers to come and listen to your children learning.

NAPLAN information will be coming out to you at the start of Term 2. The NAPLAN testing period is 15-17 May 2012. Students will be commencing preparation this term.

## CLUB

Music, Sports, Reading Club and Athletics program rotations occur each week allowing students to develop their strengths in each area.

**Term 1:** Tennis  
**Term 2:** Athletics  
**Term 3:** AFL  
**Term 4:** Cricket or Soccer or Modified Rugby League

## CULTURE

The culture units focus on local and global perspectives. Local cultural knowledges are embedded in Culture theory and practical components.

**Term 1:** History and Identity  
**Term 2:** Material Culture and the Arts  
**Term 3:** Homeland Studies  
**Term 4:** Performance

Elders and family volunteers are strongly welcomed to be part of the development and delivery of the culture program.

Please talk to any of the Culture Teachers (Jack Burford, Susan Voliotis, Sam Boulden or Carmela Bulnes) to see how you can become involved today.

## Attendance at Aurukun Campus 2011 average: 66%

**Term 1:** 74%, **Term 2:** 70%,  
**Term 3:** 59%, **Term 4:** 61%



Attending school every single day is really important for your child's future.

Every child who misses just 1 day of school per week will be almost 2 years behind other students by the time that they go to high school.

Please phone or visit the school if your child is going to be away.

It is only OK to stay at home when:

- **Family funeral**
  - Must be a close family member
  - Only miss one day of school
- **Grief/bereavement**
  - Must get a medical certificate
- **Child is sick**
  - Let the school know
  - If your child will be away more than 2 days you will need to go to the clinic and get a medical certificate
  - Appointments should be made out of school time



# Aurukun Awards Night

A few images from the awards evening at Aurukun in December 2011.



## Staff List

Staff names have been removed for online publication

## Like to contribute to our newsletter?

Please Contact:

Sian Marshall  
Email: [smarshall@cyaaa.com.au](mailto:smarshall@cyaaa.com.au)

Cindy Hales, Executive Principal CYAAA  
Email: [chale1@eq.edu.au](mailto:chale1@eq.edu.au)

This Newsletter is distributed every term.

**School starts back on Monday 16th April for Term 2**







## Cape York Aboriginal Australian Academy

## Aurukun Campus Newsletter

Get ready. Work hard. Be good.

TERM 2, 2012 | May

### From the Campus Principal

Term 2 2012 has been an exciting time at Aurukun Campus. Whilst the school and the community have had very sad news the children have continued to work hard and be good role models. We have welcomed Ms Evans and Mrs Bhatta to our team and they are enjoying working with Aurukun students. We have just finished our NAPLAN examinations and our students worked very hard and behaved perfectly during the examination period. Student behaviour at school continues to be very good and children continue to work hard in class.

Our Club and Culture program continues to provide fun and educational learning experiences with a strong cultural focus. This term some of the wonderful activities include spear making, basket weaving and athletics. Our fantastic local cultural tutors are playing a big part of this. We are very excited about our art exhibition on the 21st June and already children are producing incredible pieces of art. We are very proud of this, especially given the strong practice of the arts in Aurukun. Club and Culture continues to have very good attendance and parent support.

This term we shall continue to have our parent class morning teas and our teachers will be making home visits to update families on the wonderful work of your children.

Please come in and see your children learning. They are proud to show off how well they are working.

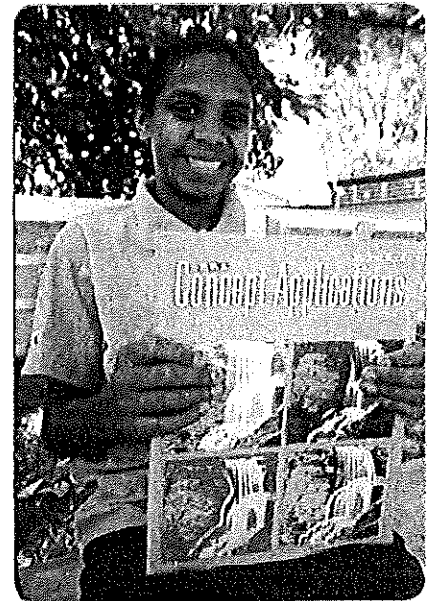
—Patrick Mallet

### Congratulations to Imani

Imani is studying the highest level of Reading program at Aurukun Campus, we are all very proud of her.

It is with some sadness that I say goodbye to the 'Signature 5 Reading' program. The stories I have read have been adventurous and inspiring. It is hard to pick a favourite, but I really enjoyed "Sara Crewe", a story about a girl who moved countries and settled in London. There she found out secrets about her family and had to overcome hardships. I also learned many new words, my favourites being, illuminated, considerable, luxurious and triumphant; and got to write many paragraphs about my thoughts and ideas about the stories. The new books I am working on now are very challenging but I manage to get through the lessons. I know that the lessons I am doing are getting me prepared for boarding school which I am looking forward to.

By Imani Tamwoy



### Guest Class Report From Miss Greenlees

In Miss G's class the Frog group are reading The Magic Pouch story and enjoying it very much. The Beetle group is reading about Don and his painting adventures and passing all their checkouts. In our Signature 1 Language program we are learning about directions and verb tenses.

### Leadership Camp

Grade 7 students who have shown good behaviour and attendance this year are invited to attend CYAAA's first Leadership Camp to be held in Term 2 school holidays at Djarragun College, Gordonvale.

This camp is for students who may be already enrolled in a boarding school, or who are considering enrolling in a boarding school. Year 7 students and their parents/carers will

gain useful information in the workshops run as part of the camp.

The camp will give students an introduction to aspects of boarding school life, including a tour of some boarding facilities and also information on the routines and activities.

Students and parents will learn about strategies to make a good transition to any secondary boarding school.

Apart from the workshop activities, there will

be lots of fun and interactive team building activities. Special topics for adults will be presented with information about how to apply for boarding school, money matters and supporting your child away from home.

Students are encouraged to have a parent or carer accompany them to the camp.

More information coming soon. See your local Case Manager to register your interest today!

# As parents and carers what can you do every day to support your child?

## GET READY

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- ✓ Arrive at school on time

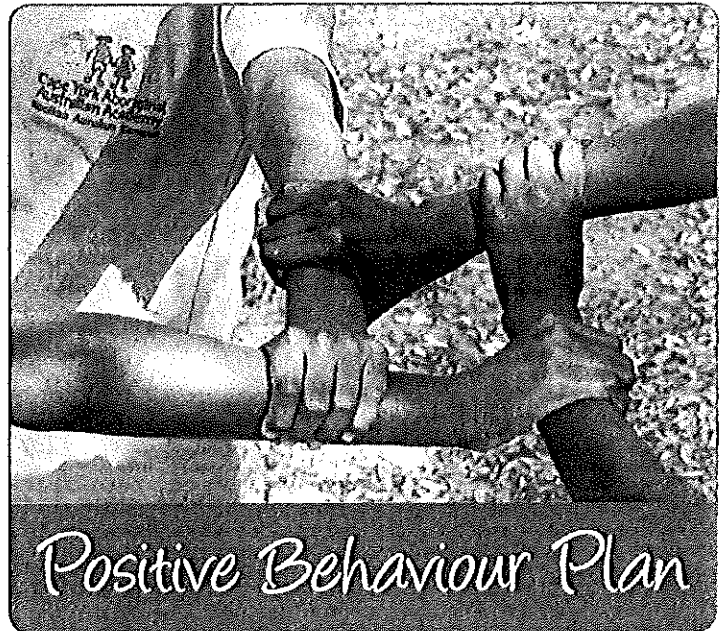
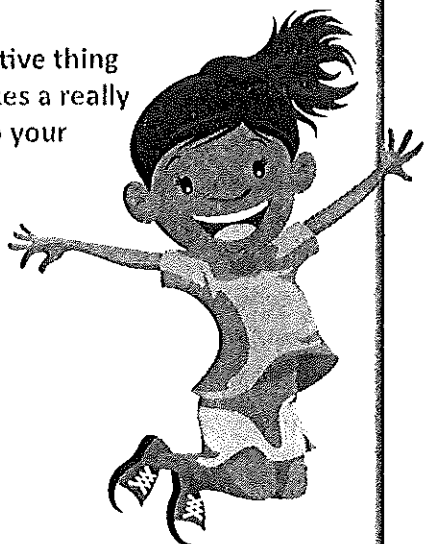
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# This year in Class, Club and Culture Instruction

## CLASS

Lessons through our Direct Instruction curriculum in Reading, Language, Spelling and Maths continue every day. High expectations for learning and no excuses.

This is a great opportunity for parents and carers to come and listen to your children learning.



**Attendance at  
Aurukun Campus  
Term 1, 2012  
average: 71.7%**

Attending school every single day is really important for your child's future.

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Please phone or visit the school if your child is going to be away.

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**Term 1:** Tennis  
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**Term 3:** AFL  
**Term 4:** Cricket or Soccer or Modified Rugby League



*Learning shot-put and discus for our athletics carnival*



*Delessa Ngallametta learning about bike safety*

## Reports

At the end of this term you will receive your child's school reports.

You will receive two reports: one will be the OneSchool Report with progress across Class, Club and Culture and behaviour comments, the second report will be a Direct Instruction Progress Report and will show in a graph how far your student has progressed in their lessons in relation to their age/year level.

Teachers will make the time to talk with you about your child and how they are progressing, this may be during a time when you visit the classroom/school, on a home visit, or on a parent teacher appointment. We will contact you to make a time to talk about your child.

If you have any questions please come and talk to the Principal or your child's teacher at the school.

## CULTURE

The culture units focus on local and global perspectives. Local cultural knowledges are embedded in Culture theory and practical components.

**Term 1:** History and Identity  
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Elders and family volunteers are strongly welcomed to be part of the development and delivery of the culture program.

Please talk to Nicole Peeler or any of the Culture Teachers to see how you can become involved today.

## NAPLAN

Recently across all state schools in Australia, children in years 3, 5 and 7 completed the NAPLAN Testing. NAPLAN stands for National Assessment Program in Literacy and Numeracy.

Over the past term our teachers have been working with each of the class groups from year 3 upwards to prepare them for the test. Thank you for the support that you have shown for the students in getting ready for school on these test days, we are working with you to make the process as supportive as we can for your child so that they can achieve their best.

Our students demonstrated their knowledge and skills in Reading, Comprehension, Writing, Language Conventions and Numeracy. We won't receive the data from the testing until later in the year, however as soon as we do we will be sharing this with parents and showing progression on the tests. In Term 4 you will receive a NAPLAN report that will also be held on your student's file.

Last year each of our schools showed some progress across many areas of the test. This also highlighted how hard we still need to work to have our students performing at and exceeding their age appropriate levels. We know that this will take some time to catch some of our students up to where they should be. We will keep you informed as to our progress as we go along.







## From Miss Stintman

In Miss Stintman's class we are working hard and learning everyday. We have just started learning about calendar facts in our Language for Thinking program and we are getting very good at the months of the year and the days of the week. In reading we are all onto our first story books and we are enjoying reading daily.



## From Miss Chagoury

This term in Miss Chagoury's class we are all reading very long stories! Both of our groups have moved up to the Signature 1 program, and both groups are reading fluently and practicing our 'sounding out'. In Language with Mr Westera, we are trying super hard with our Language. We are now listening to long and interesting stories where we have to comprehend and listen to instructions. We are enjoying each school day as we come to school with a 'Get Ready, Work Hard and Be Good' attitude. We like to encourage each other to do the right thing in our classroom, as this allows all of us to try our hardest.



## Boys Spear-making

With support from community members and CYAAA staff, the upper school boys have begun making spears as their rich task in culture this term. Mr Burford and Mr Boulden took the boat out to the beaches at the start of term

and collected a stack of hibiscus wood, the traditional material for making the handle for a Kek Thu, or hunting spear. Eddie from the grounds-keeping crew then volunteered to lead the instruction for the boys in the traditional method of straightening and stripping the wood. It turned out we had selected, quite by coincidence, the same spot on the school grounds to make our spears that was used in previous generations, when Lorenzo Marbendinar's grandfather was instructing Eddie and our other groundskeeper Laurence in the construction of their first spear! Most of the boys now have their straightened handle stripped and drying in preparation for the next stage, which will involve joining the handle to the heavier shaft and constructing a barb for the spear tip out of a barramundi spine.



## Culture Lessons

In culture we have been working in gender groups with the upper boys and upper girls. The boys have been working with Mr Burford, Mr Boulden, Darryll Yunkaporta, Eddie Ngallametta and other community members to make spears, while the girls have been working with Miss Peeler, Ida Bowenda, Sandra Bowenda and Mavis Ngallametta on basket weaving ready for the CYAAA Art exhibition on the 21st June 2012.



## Club lessons in Health

This term in health we have been working very closely with Nurse Allison. Already we have learned about bike safety in and out of community and healthy eyes and noses. We have just started learning about our bodies – our first topic has been the heart. The children have found it very interesting and exciting listening to their hearts and seeing what makes our heart beat faster during our Club athletics sessions where Nurse Allison is outside with us helping us calculate beats per minute.

## Staff List

Staff names have been removed for online publication

## Like to contribute to our newsletter?

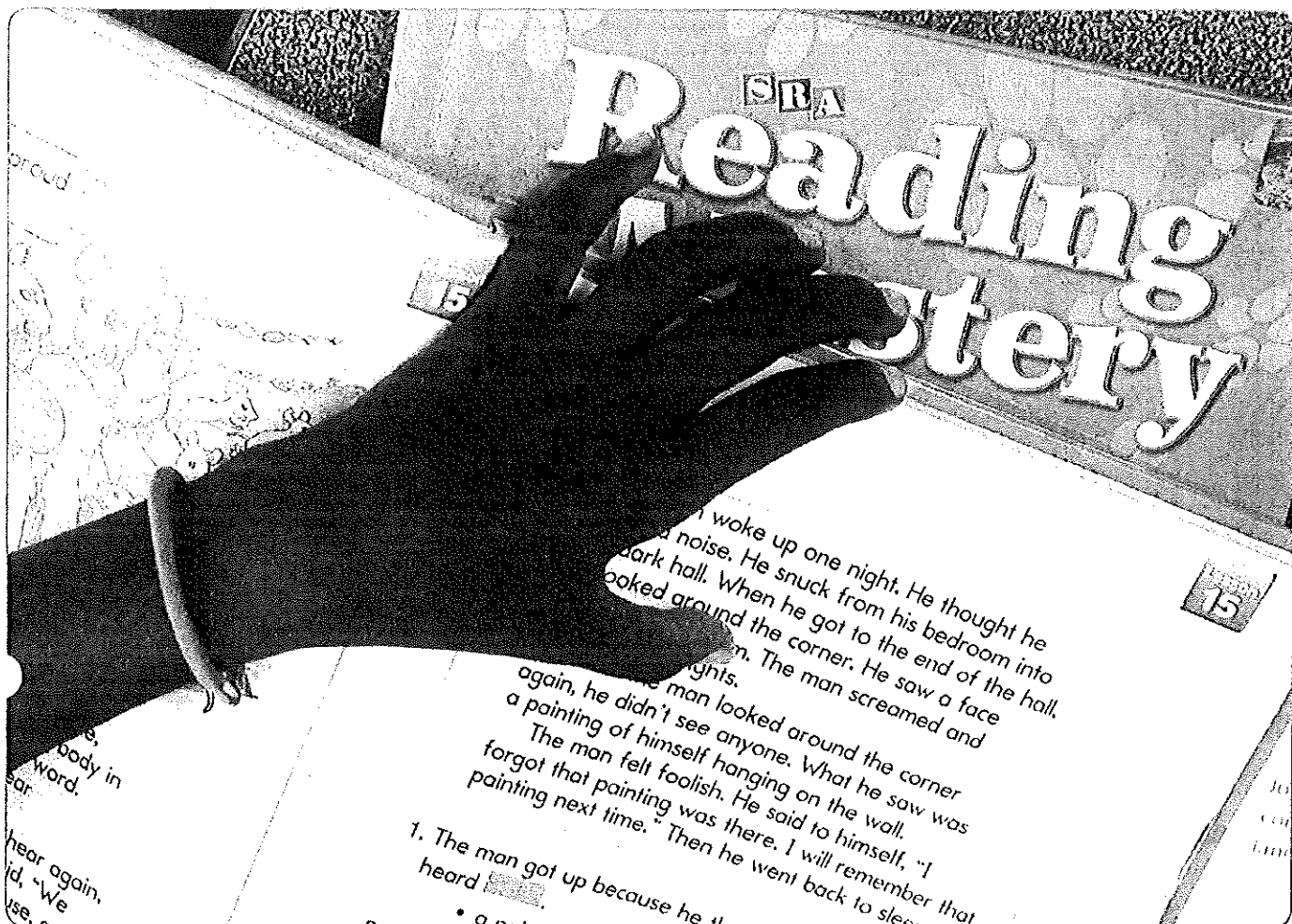
Please Contact:

Slan Marshall  
Email: [smarshall@cyaaa.com.au](mailto:smarshall@cyaaa.com.au)

Cindy Hales, Executive Principal CYAAA  
Email: [chale1@eq.edu.au](mailto:chale1@eq.edu.au)

This Newsletter is distributed every term.





## Teaching and Learning Audits

Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes. The Cape York Aboriginal Australian Academy was audited last year and achieved very strong results that are the envy of many schools in the state.

### CYAAA Results for 2011

**HIGH** – An explicit improvement agenda

**OUTSTANDING** – Analysis and discussion of data

**MEDIUM** – A culture that promotes learning

**MEDIUM** – Targeted use of school resources

**HIGH** – An expert teaching team

**OUTSTANDING** – Systematic curriculum delivery

**MEDIUM** – Differentiated classroom learning

**HIGH** – Effective teaching practices

The audits are usually carried out every four years or following the appointment of a new school principal.

During the CYAAA audit, two independent, experienced school principals visited each of the school campuses to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning.

The school received the auditor's report and key findings were discussed with the principal, the school's leadership team and the school staff. The CYAAA Board received the report.

The CYAAA report will be available to parents and caregivers on the Academy website which is due to launch at the end of this month. Each of the Campus principals will work with their school community to include any recommendations in the school campuses and Academy forward planning.

