

**QUEENSLAND CHILD PROTECTION
COMMISSION OF INQUIRY**

STATEMENT OF PATRICK DESMOND MALLETT

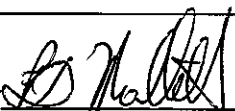
I, Patrick Desmond Mallett of c/- Cape York Aboriginal Australian Academy Aurukun Campus 702 Wuungkam St Aurukun in the State of Queensland, Acting Campus Principal solemnly and sincerely affirm and declare:

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.

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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:

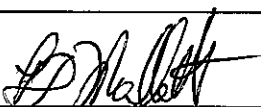
Students who have been previously verified;

- 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.

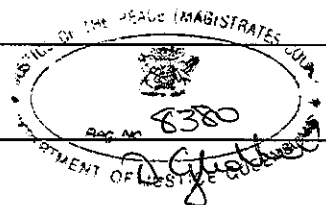
Students have not yet been verified;

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

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- 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.

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- 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.

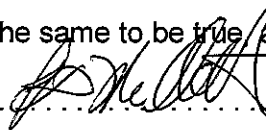
9. As part of my role I have contact with:

- 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.

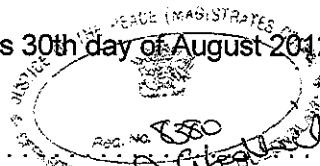
I make this solemn declaration conscientiously believing the same to be true and by virtue of the provisions of the *Oaths Act 1867*.

Signed 

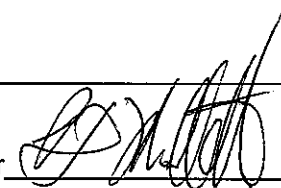
Patrick Desmond Mallett

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 

Witness Signature 