



ETHICS COMMITTEE

REPORT NO. 184

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON 26 OCTOBER 2017
RELATING TO ALLEGED DELIBERATE MISLEADING OF THE HOUSE****Introduction and background**

1. The Ethics Committee (the committee) is a statutory committee of the Queensland Parliament established under section 102 of the *Parliament of Queensland Act 2001* (the POQA). The current committee was appointed by resolution of the Legislative Assembly on 15 February 2018.
2. The committee's area of responsibility includes dealing with complaints about the ethical conduct of particular members and dealing with alleged breaches of parliamentary privilege by members of the Assembly and other persons.¹ The committee investigates and reports on matters of privilege and possible contempts of parliament referred to it by the Speaker or the House.
3. This report concerns an allegation that the then Member for Murrumba, Mr Chris Whiting MP (the current Member for Bancroft) and the then Minister for Tourism, Major Events and the Commonwealth Games (the current Minister for Innovation and Tourism Industry Development and Minister for the Commonwealth Games) and Member for Ashgrove, Hon Kate Jones MP (the Minister) deliberately misled Parliament.
4. On 29 October 2017, the Acting Governor dissolved, by Proclamation, the 55th Parliament of Queensland. The Ethics Committee of the 55th Parliament was also dissolved on this date.
5. The Ethics Committee of the 56th Parliament was established by the Legislative Assembly on 15 February 2018. On 3 May 2018, in accordance with section 105 of the *Parliament of Queensland Act 2001*, the Ethics Committee of the 56th Parliament resolved to continue and finish dealing with the matter.

The referral

6. On 26 October 2017, Speaker Wellington made the following statement in referring the matter of privilege to the Ethics Committee:

¹ *Parliament of Queensland Act 2001*, section 104B.

Honourable Members, on 16 August 2017 the member for Redlands wrote to me alleging that the member for Murrumba and the Minister for Education and Minister for Tourism, Major Events and the Commonwealth Games and member for Ashgrove deliberately misled the House during their respective question without notice and response to the question on 10 August 2017. The matter revolves around statements that the former LNP government 'cut teachers from schools'. In his letter to me the member for Redlands contended that the member for Murrumba's question without notice contained an assertion of fact about front-line teachers being cut by the Newman government and that the question was analogous to the comment by the then leader of the opposition that teachers were losing their jobs, which was the subject of Ethics Committee report No. 154 and was found to be misleading.

The member for Redlands also contended that the minister's reference to the former LNP's cutting of teachers had been tested previously by the Ethics Committee when considering the then leader of the opposition's statements which had been ruled to be misleading and stated that there was no excuse for the minister to have made 'such blatantly misleading statements'.

I sought further information from the member for Murrumba and the minister about the allegations made against them, in accordance with standing order 269(5). The member for Murrumba advised that his question was based on the knowledge that cuts to front-line teachers have previously been reported and verified by the Minister for Education. The minister advised that her statement was based on information from the Department of Education and Training on the reduction in the number of full-time-equivalent teaching positions since 2011 under the policies of the former LNP government.

I note that since the member for Redlands's complaint to me the member for Gladstone has made similar statements. I refer to a matter of public interest on 10 October 2017, at page 2936. The Minister for Education has also repeated the statements on two occasions—in answer to questions without notice on 11 November 2017, at page 3020, and on 12 October 2017, at page 3100. It is only in the latter answer that it was explained that the cuts in teacher numbers were as a result of a policy change whereby the primary rounding benefit was removed.

Having considered the claims and the counterclaims, I am of the view that there is considerable examination of facts required in order to determine this matter. I also note that a bare assertion without qualification of how that assertion was derived could be misleading. On this basis, I have decided that this matter does warrant the further attention of the House via the Ethics Committee

...

...I therefore refer the member for Murrumba and the Minister for Education and Minister for Tourism, Major Events and the Commonwealth Games under standing order 269 to the Ethics Committee for allegedly deliberately misleading the House in their statements that teachers were cut from Queensland schools by the former LNP government. In doing so, I wish to emphasise that I have formed no view as to whether there has been a breach of privilege but rather that there are significant issues in play to warrant the further consideration of the House via the Ethics Committee. I remind members that standing order 271 now applies and members should not refer to these matters in the House.

7. The Member for Redlands referred to by the Speaker, Mr Matt McEachan, is no longer a Member of Parliament.

Definition of contempt

8. Section 37 of the POQA defines the meaning of ‘contempt’ of the Assembly as follows:
- (1) “Contempt” of the Assembly means a breach or disobedience of the powers, rights or immunities, or a contempt, of the Assembly or its members or committees.
 - (2) Conduct, including words, is not contempt of the Assembly unless it amounts, or is intended or likely to amount, to an improper interference with—
 - (a) the free exercise by the Assembly or a committee of its authority or functions; or
 - (b) the free performance by a member of the member’s duties as a member.

Nature of the contempt of deliberately misleading the House

9. Standing Order 266(2) provides that an example of contempt includes:
- Deliberately misleading the House or a committee (by way of a submission, statement, evidence or petition).*²
10. David McGee, in *Parliamentary Practice in New Zealand*, states that deliberately misleading the House or a committee ‘consists of the conveying of information to the House or a committee that is inaccurate in a material particular and which the person conveying the information knew at the time was inaccurate or at least ought to have known was inaccurate.’³
11. Previous Ethics Committees, and David McGee, have noted that the standard of proof demanded in cases of deliberately misleading parliament is a civil standard of proof on the balance of probabilities, but requiring proof of a very high order having regard to the serious nature of the allegations. Recklessness, whilst reprehensible in itself, falls short of the standard required to hold a member responsible for deliberately misleading the House.⁴
12. The Ethics Committee of the 48th Parliament stated that the term ‘misleading’ is wider than ‘false or ‘incorrect’. The committee considered it ‘possible, although rare and unlikely, that a technically factually correct statement could also be misleading’ – for example, by the deliberate omission of relevant information.⁵
13. The committee applied the three elements to be established when it is alleged that a member has committed the contempt of deliberately misleading the House:
- Firstly, the statement must, in fact, have been misleading
 - Secondly, it must be established that the member making the statement knew at the time the statement was made that it was incorrect, and
 - Thirdly, in making it, the member must have intended to mislead the House.⁶

The statement made by the Member for Bancroft**Element 1 – Was the Member for Bancroft’s statement misleading?**

14. The first limb of this element is whether the person’s statement contained factually or apparently incorrect material.
15. The Member’s question was:

² Standing Order 266(2), Standing Rules and Orders of the Legislative Assembly, available at <https://www.parliament.qld.gov.au/documents/assembly/procedures/StandingRules&Orders.pdf>

³ McGee, David, *Parliamentary Privilege in New Zealand*, Third Edition, Dunmore Publishing Ltd, Wellington, 2005, p.653.

⁴ McGee, David, *Parliamentary Privilege in New Zealand*, Third Edition, Dunmore Publishing Ltd, Wellington, 2005, p.654.

⁵ M EPPC, *Alleged Misleading of the House by a Minister on 14 November 1996*, Report No 4, Goprint, Brisbane, 1997, at 10.

⁶ McGee, David, *Parliamentary Privilege in New Zealand*, Third Edition, Dunmore Publishing Ltd, Wellington, 2005, p.653-655.

My question is to the Minister for Education and I ask: the Palaszczuk government went to the 2015 election with a commitment to restore the front-line teachers who were cut from Queensland schools by the LNP government. Will the minister inform the House how the Labor government has worked to restore the teachers cut from Queensland classrooms?

16. In his submission, Mr McEachan referred to the Question Without Notice containing an assertion of fact about front-line teachers being cut by the Newman Government, and submitted that it is 'analogous' to the comment by the Member for Inala the subject of the Ethics Committee Report No. 154 that teachers were losing their jobs.

17. The statement made on 5 June 2014 which was the subject of Report No. 154 was:

Let us recap some of the things we have seen from the previous two budgets: massive cuts to health and education funding;...nurses and teachers losing their jobs...

18. In Report No. 154, the Ethics Committee considered that the Member for Inala's statements could be separated into two parts: 'massive cuts to ... education funding' and 'teachers losing their jobs', and found that the statement 'teachers losing their jobs' was technically correct but also misleading.

19. On finding the statement regarding teachers losing their jobs misleading, the Ethics Committee stated:

The committee considered that a reasonable person when hearing the Member for Inala's statement that "teachers are losing their jobs", in the context of the budget reply speech, may associate the statement with State primary and secondary teachers, as opposed to tertiary level teachers and, therefore without the benefit of the Member's later contextual statements referred to above, may have been misled by the Member for Inala's statement.

20. In his initial response to the allegation (the subject of this report), the Member for Bancroft referred to the Ethics Committee's Report No. 152 in which the then Leader of the Opposition was referred to the Ethics Committee, for allegedly misleading the House in a statement made during her budget reply speech. The then Leader of the Opposition stated, 'I rise on behalf of the 20,000 workers who were sacked after being told their jobs were safe'.

21. The Member for Bancroft referred to the report noting that there was a conflict in views or opinions with respect to the method of calculation of job losses, and that it was not the role of the committee to determine the most appropriate method for calculation of job losses but whether the statement itself is factually incorrect. In the report, the committee found that there was not enough evidence to conclusively find that the then Leader of the Opposition's statement was misleading.

22. The Member also referred to the Queensland Teachers Union having run a school staffing campaign in 2012 on the shortfall of 569 full time equivalent positions in schools, and the Minister releasing a media statement on 23 June 2017 noting teachers had been cut from Queensland state schools.

23. He went on to state:

The submission made by the then Leader of the Opposition in Report No. 154 was based on information publicly available in budget papers.

I note Report No. 154 does not make a finding that no teachers lost their jobs, but seeks to clarify whether the statement referred to primary and secondary or included tertiary teachers.

I submit, Mr Speaker, my question to the Minister referring to front line teachers being cut by the LNP was based on the knowledge that those cuts have previously been reported and verified by the Minister for Education.

24. The evidence available to the Ethics Committee for its Report No. 154 was that teacher job losses during the LNP's term of government related to TAFE not schools, and the committee found that the Premier's statement was misleading.

25. In Report No. 154, the Ethics Committee addressed the differences in the then Leader of the Opposition's two statements referred to the Ethics Committee, stating:
- While the committee accepts that this matter has some similarities to the matter considered in Report No. 152, it considers that there are a number of differences. Most significantly, the matter considered in Report No. 152 involved a difference of opinion about the method for calculating job losses, while this matter requires a judgement about what constitutes a job loss and whether any have occurred in the teaching sector under the former Government.*
26. The submissions from the Member for Bancroft and the Minister to the committee provided material not available to the ethics committee in its deliberations in respect of reports 152 and 154. This material indicated that there was a reduction in the number of school teaching positions during the period of the Newman Government. The material included an August 2015 statement from the Deputy Director-General, Department of Education that:
- As part of the then government's fiscal repair strategy, the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year. That related to the removal of the rounding benefit for primary schools, the key teacher allocations in primary schools, some minor changes to rounding benefits in secondary schools and the removal of the resource teachers in secondary schools at the time. The approximate savings in that particular year were some 519 FTEs in the 2015 enrolment numbers. When we look at the changes that were made then, it is some 519 FTEs impact.*
27. The second limb of this element is whether the statement was misleading. In the initial allegation, Mr McEachan argued that the Member's statement was analogous to the Premier's statement that was found to be misleading in Ethics Committee Report No. 154.
28. In that report, the Premier's statement "Let us recap some of the things we have seen from the previous two budgets: massive cuts to health and education funding; ... nurses and teachers losing their jobs ..." was found to be misleading, with the Premier subsequently clarifying that her reference to teachers losing their jobs was a reference to teacher librarians and TAFE teachers.
29. The Member for Bancroft's submission to the committee is that he stands by the submission he made to former Speaker Wellington. He included a number of examples of similar references being made in the House by the Minister for Education and Mr Jeff Hunt, Deputy Director-General, Department of Education, to support his claim that it could not be proved that his statement was misleading:
- Estimates question no. 4 specifically mentions the "removal of key teacher allocations in primary schools and resource teachers in secondary schools" and "the former government's cuts to teaching positions". The answer from Mr Hunt specifically mentions "the removal of the resource teachers in secondary schools at the time" and "the removal of ... key teacher allocations in primary schools". In the answer to the question on notice on 6 September 2018 the Minister goes further to state that there were 62 fewer teachers that year due to the "fiscal reporting strategy". Previously, it may have been asserted that only "teaching positions" were cut but the answer specifically states there were 62 fewer teachers. It is clear that there is very strong evidence of "teachers cut from front line classrooms" as I stated, and it would be very hard to prove my statement was misleading.*
30. The Member produced evidence which was more recent than that available at the time of the previous Ethics Committee report number 154, and which would tend to suggest departmental and ministerial confirmation that school teacher numbers had reduced during the period in question.
31. The committee considers that the statement made by the Member for Bancroft could be interpreted as either a reference to individual teachers losing their jobs, or to a reduction in the number of teaching positions. As such, the statement was capable of misleading.

32. The committee reminds members of the importance of using clear and unambiguous language when exercising their privilege of speaking in the House.

Element 2 – did the Member for Bancroft know at the time that the statement was misleading?

33. The committee notes that the Member for Bancroft advised former Speaker Wellington that his statement was based on the knowledge that those cuts have previously been reported and verified by the Minister for Education. He cited a media release from the Minister dated 23 June 2017 which stated that teachers had been cut from Queensland state schools under the former LNP Government.
34. In his submission to the committee, the Member made it very clear that he has relied on a number of ‘strong and direct statements’ made, and not directly rebutted, since Report No. 154 in 2015 to the effect that there were ‘teachers cut from front line classrooms’. He further offered as evidence of reinforcement of these statements, a statement from the Minister in 2018 that there were 62 fewer teachers due to the “fiscal repair strategy”.
35. The Member stated in his submission to the committee that ‘I sincerely believed the information to be correct, as I still do.’
36. In Report No. 154, the Ethics Committee raised concerns “about members making statements in the House based solely on media reports”, and noted “that David McGee in *Parliamentary Practice in New Zealand*, stated that it is possible for technically correct information to be misleading”.
37. Here, the Member for Bancroft relied not on media reports, but on statements made both inside and outside of the House, by Ministers and senior officials (in evidence given to committees of the House). Other members and the public should be able to have confidence that such statements are correct. This highlights the importance of all members ensuring the accuracy of their statements in the House, and Ministers in respect of their statements outside the House.
38. The committee is satisfied the Member for Bancroft did not have knowledge that his question could have been misleading and this element is not satisfied.

Element 3 – The Member must have intended to mislead the House

39. David McGee in *Parliamentary Practice in New Zealand* states that for a misleading of the House to be deliberate:

...there must be something in the nature of the incorrect statement that indicates an intention to mislead. Remarks made off the cuff in debate can rarely fall into this category, nor can matters about which the member can be aware only in an official capacity. But where the member can be assumed to have personal knowledge of the stated facts and made the statement in a situation of some formality (for example, by way of personal explanation), a presumption of an intention to mislead the House will more readily arise.⁷

40. The Member for Bancroft’s Question Without Notice was not made off the cuff but was a prepared question for the Minister. Consequently, if it was factually incorrect and misleading, it would have been possible that a presumption of an intention to mislead the House could arise.
41. The committee was not presented with any evidence that the Member for Bancroft intended to mislead the House and therefore this element is not satisfied.

Conclusion

42. On the information before it the committee finds that in relation to the matter of privilege of the Member for Bancroft deliberately misleading the House, while the Member’s question was capable of

⁷ David McGee, *Parliamentary Practice in New Zealand*, Dunmore Publishing Ltd, 2005, p654

being interpreted in different ways, there is an absence of evidence of knowledge or intent to mislead the House and therefore has not made a finding of contempt.

The statement made by the Minister

Element 1 – Was the Minister’s statement misleading?

43. Again, the first limb of the first element is whether the statement was factually or apparently incorrect.
44. The parts of the Minister’s response to Mr Whiting’s Question Without Notice, with which Mr McEachan takes issue, are:
- That is right: he knows full well that every school in Queensland was affected by the LNP cuts to teachers on the front line.*
- ...
- They went to the election saying that public servants, teachers, nurses, midwives and doctors had nothing to fear, yet they cut 500 teachers from schools that are growing here in Queensland.*
- ...
- They cut, sacked and sold.*
45. Mr McEachan contended that the Minister’s answer should be read in the context of Mr Whiting’s question about primary and secondary school systems. He argued that the Minister specifically refers to a number of sackings alleged to have occurred, the topic of which has been tested previously by the Ethics Committee and ruled to be misleading because job losses related to TAFE rather than school teachers, and stated there is no excuse for the Minister to have made ‘such blatantly misleading statements.’
46. In her submission to the former Speaker regarding the allegation, the Minister stated:
- When I was appointed Minister for Education in 2015, I asked the Department of Education and Training to provide advice on the number of teacher full time equivalents (FTE) from 2011 onwards and to advise why teacher numbers did not grow consistently with student enrolment increases.*
- I was advised the policies put in place by the LNP Government resulted in a reduction in the number of teachers allocated to Queensland state schools.*
- I received advice that key teacher allocations to state primary schools were removed resulting in 115 less FTE, secondary school resource teachers were removed resulting in 200 less FTE and the rounding benefit was removed from large primary and secondary schools resulting in 254 less FTE, a total of 569 FTE positions lost.*
- My statement on 10 August 2017 was that 500 teachers were cut from Queensland schools, which is supported by advice from the Department of Education and Training.*
47. The Minister also advised that this information was reported by the Queensland Teachers Union in 2012.
48. In his referral, the then Speaker said it was arguable as to whether the statement was factually or apparently incorrect. Mr McEachan, in his submission to the former Speaker, likened it to the statement made by the then Leader of the Opposition in June 2014 regarding teachers losing their jobs, which the Ethics Committee found to be misleading as it related to TAFE and not school teachers.
49. The Minister stated in her submission to the Speaker and to the committee that her statement about cuts to teachers on the frontline was based on information provided directly by the Department of Education and Training in relation to the reduction of full-time equivalent positions.

50. In referring this matter to the Ethics Committee in October 2017 the former Speaker, noting multiple references by Members to 'cuts' since the subject of the complaint, including one by the Minister on 12 October 2017 in a response to a Question Without Notice, said:

It is only in the latter answer that it was explained that the cuts in teacher numbers were as a result of a policy change whereby the primary rounding benefit was removed.

Having considered the claims and counter claims I am of the view that there is considerable examination of fact required in order to determine this matter. I also note that a bare assertion, without qualification of how that assertion was derived could be misleading.

51. The second limb of this element is whether the statement was misleading.
52. Mr McEachan argued that the topic of the Minister's statement, which he contends refers to a number of sackings in the primary and secondary school systems, has been tested previously by the Ethics Committee and ruled to be misleading.
53. The Minister did not make any specific argument in her submission to the former Speaker as to whether her statement was misleading. She claims it is factually correct. The Minister also points out in that submission:
- I did not advise the house that teachers were "sacked". I made the point that as a result of the LNP Government decision there was a "cut" of 500 teacher positions to state schools.*
54. The committee deliberated that it is possible to interpret the phrase 'LNP cuts to teachers on the front line' as referring to particular teachers losing their jobs as opposed to (for example) vacant positions being abolished but noted that it was also possible that the word 'cuts' could be interpreted to mean a decrease in the number of positions.
55. As such, the statement was capable of misleading.
56. The committee reminds members of the importance of using clear and unambiguous language when exercising the privilege of speaking in the House.

Element 2 – did the Minister know at the time that the statement was misleading?

57. The Minister argued to the former Speaker that her statement relied on departmental advice regarding a reduction in the number of vacant positions.
58. In his allegation, Mr McEachan has argued that as the Minister was a member of the 55th Parliament when the Ethics Committee's Report No. 154 was tabled, it should be presumed she is aware of its contents, and moreover as the Minister for Education she should be aware 'of the truth of this matter'.
59. It is arguable that the Minister should have known that the word 'cuts' in relation to teaching positions could be considered misleading, given there had been significant discussion about the term in the House and in previous Ethics Committee reports.
60. However, the Minister is very clear in her submissions that she continues to believe the statement to be correct, and provided evidence as to the basis for that belief, being advice from her department. There was no evidence before the committee to suggest that the Minister did not believe the statement to be correct. Therefore, this element is not made out.

Element 3 – The Member must have intended to mislead the House

61. As discussed earlier, David McGee in Parliamentary Practice in New Zealand states that for a misleading of the House to be deliberate:

...there must be something in the nature of the incorrect statement that indicates an intention to mislead. Remarks made off the cuff in debate can rarely fall into this category, nor can matters about

which the member can be aware only in an official capacity. But where the member can be assumed to have personal knowledge of the stated facts and made the statement in a situation of some formality (for example, by way of personal explanation), a presumption of an intention to mislead the House will more readily arise.

62. The Minister's response to the Question Without Notice was arguably made off the cuff, and not in a situation of some formality.
63. Further, the Minister submits that her statements were correct, and based on direct advice given by the department to her as Minister and to the Parliament via one of its estimates committees. There was no evidence before the committee to suggest that (if the information was incorrect) the Minister was aware the information was not correct. This element is not made out.

Conclusion

64. On the information before it the committee finds that in relation to the matter of privilege of the Minister deliberately misleading the House, the committee finds that there is an absence of any direct evidence of an intention to mislead the House and therefore has not made a finding of contempt.

Conclusion

On the information before it the committee finds that on the matter of privilege in relation to the Member for Bancroft and the Minister for Innovation and Tourism Development and Minister for the Commonwealth Games, that the elements of contempt are not met.

Recommendation 1

The committee recommends no finding of contempt be made against the Member for Bancroft and that the House take no further action in relation to this allegation.

Recommendation 2

The committee recommends no finding of contempt be made against the Minister for Innovation and Tourism Industry Development and Minister for the Commonwealth Games, and that the House take no further action in relation to this allegation.

Committee comment

The right of Members to speak freely within the House carries with it responsibilities.

The committee wishes to remind all Members of their duty to ensure that the information they provide to the House is clear, accurate and unambiguous. All Members, and the public, are entitled to be confident they can rely on the veracity of statements made in the House.

The committee reminds all Members to provide an explanation or apology to the House if they become aware at any point that their statement was, or had the potential to be, misleading.



Joe Kelly MP
Chair

April 2019

Membership — 56th Parliament

Mr Joe Kelly MP, Chair
Member for Greenslopes

Mr Tim Nicholls MP, Deputy Chair
Member for Clayfield

Ms Leanne Linard MP
Member for Nudgee

Mr Mark McArdle MP⁸
Member for Caloundra

Mrs Melissa McMahon MP⁹
Member for Macalister

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⁸ Mr John-Paul Langbroek, the Member for Surfers Paradise, was appointed to the committee under Standing Order 202 as a substitute member of the committee for its meeting on 26 April 2019.

⁹ The Member for Macalister was appointed to the committee under Standing Order 202 as a substitute member of the committee.



Minister for Innovation and
Tourism Industry Development and
Minister for the Commonwealth Games

Mr Joe Kelly MP
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Dear Chair

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Re: Matter of Privilege 26 October 2017

Thank you for the opportunity to provide further information regarding the matter of privilege referred to your committee by the former Speaker on the 26 October 2017.

In addition to my letter of the 6 September 2017, I wish to provide further information to assist the Ethics Committee regarding this matter of alleged contempt.

I stand by my statement that "more than 500 teaching positions were cut from the school staffing methodology under the Newman Government".

I refer to pages 50 and 51 (attached) of the 2015 Estimates Hansard Report of the Education Tourism and Small Business Committee and specifically advice provided to the Committee by Department of Education Deputy Director-General, Mr Jeff Hunt, in relation to staffing reductions in primary and secondary schools. He said:

As part of the then government's fiscal repair strategy, the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year. That related to the removal of the rounding benefit for primary schools, the key teacher allocations in primary schools, some minor changes to rounding benefits in secondary schools and the removal of the resource teachers in secondary schools at the time. The approximate savings in that particular year were some 519 FTEs in the 2015 enrolment numbers. When we look at the changes that were made then, it is some 519 FTEs impact.

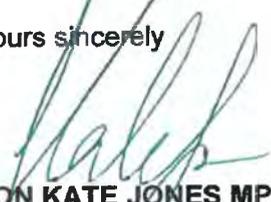
I also elaborated on the number of teaching positions cut by the former LNP government in my response to a Question Without Notice on 12 October 2017 (attached). I stated:

That is because they oversaw a reduction in 500 teaching positions. How did they do this? This happened because the LNP government cut the allocation of teachers to Queensland schools. They removed the primary rounding benefit, cutting 186 full-time-equivalent teachers from classrooms. The LNP cut key teacher allocations in primary schools – another 117 full-time equivalents gone... Finally, the then LNP government cut secondary resource teachers from high schools; 202 full-time-equivalent jobs were cut from those schools. They also adjusted the secondary rounding, costing another 10 full-time-equivalent teachers. I have outlined this to the House during the estimates process at every single estimates hearing for the past three years.

I continue to maintain that I believed the statement on the 10 August 2017 was true and based on direct departmental advice.

I therefore submit that the elements to be established in relation to this alleged contempt are not proven and I stand by my response of the 6 September 2017.

Yours sincerely


HON KATE JONES MP
Minister for Innovation and
Tourism Industry Development and
Minister for the Commonwealth Games

Joe

I note that the DDG made the same comments three years ago, as did I and no one during that Estimates hearing raised any issues. The 519 FTE impact is a direct reduction in teachers in our schools.

Kate

Mr SPEAKER: Pause the clock.

Mrs Smith interjected.

Mr SPEAKER: Yes, I can hear you, member for Mount Ommaney. You are now warned under standing order 253A. If you continue I will take the appropriate action.

A government member: Blackface.

Ms FENTIMAN: I take that interjection. They will not condemn cuts that they made to domestic violence shelters and sexual assault services and they will not condemn their own candidate for Redcliffe for posting a photo of a man in blackface on social media.

Mr Powell interjected.

Mr SPEAKER: Pause the clock. Member for Glass House, I find you are trying to talk over the top of the minister when she is answering the question. Her answer is relevant. You are warned under 253A. If you persist I will take the appropriate action.

Ms FENTIMAN: Of course we saw last night a completely divided LNP, but we know the one thing they are united on. They are united on cuts—

Ms BATES: I rise to a point of order.

Mr SPEAKER: Pause the clock. What is your point of order?

Ms BATES: It is on relevance. The question clearly asks the minister to condemn the CFMEU for their vile threats to rape children. The minister is not being relevant to the question and I ask you, Mr Speaker, to bring her back to the substance of the question.

Mr SPEAKER: I thought she had answered that question. Minister, do you have anything further that you wish to add that is relevant to the question?

Ms FENTIMAN: I do, Mr Speaker. As I was saying, last night we saw a deeply divided LNP.

Honourable members interjected.

Mr SPEAKER: I think you have answered the question adequately. We might move on.

Schools, Class Sizes

Ms LINARD: My question is of the Minister for Education and Minister for Tourism, Major Events and the Commonwealth Games. Will the minister update the House on the Palaszczuk government's efforts to reduce class sizes in Queensland state schools?

Ms JONES: I thank the honourable member for Nudgee for her question. Recently I had the great privilege to go into her electorate and meet with many of the P&C and P&F representatives and principals from her community who are working very hard. We made a very strong election commitment that we would have more teachers in classrooms across Queensland. That is why I am proud of the Palaszczuk government which has delivered on our election commitment of providing 875 teachers above growth. We know that at the moment state schooling in particular is growing at twice the rate of independent and Catholic schools in Queensland and they need those additional teachers.

We also had to address the cuts to teacher positions in schools in Queensland that the then treasurer, the now Leader of the Opposition, made. He did this in a number of ways. Under the LNP government we actually saw increases in class sizes each and every single year that they were in office. In actual fact, 14,000 classes—

Honourable members interjected.

Mr SPEAKER: Pause the clock. Members, I am interested in what the minister is saying. If you do not want to hear it, please leave the chamber.

Ms JONES: In actual fact, we saw 14,000 classes over class size targets under the LNP. That is because they oversaw a reduction in 500 teaching positions. How did they do this? This happened because the LNP government cut the allocation of teachers to Queensland schools. They removed the primary rounding benefit, cutting 186 full-time-equivalent teachers from classrooms. The LNP cut key teacher allocations in primary schools—another 117 full-time equivalents gone. They also cut secondary resource teachers, 202—

Government members interjected.

Mr SPEAKER: One moment, Minister. Members of the government, this is an important matter to me and I think some other members of the chamber, so I would urge you to be silent so the minister can answer the question that has been asked.

Ms JONES: Finally, the then LNP government cut secondary resource teachers from high schools; 202 full-time-equivalent jobs were cut from those schools. They also adjusted the secondary rounding, costing another 10 full-time-equivalent teachers. I have outlined this to the House during the estimates process at every single estimates hearing for the past three years. I have highlighted that when we add these together a total of 515 full-time-equivalent teacher positions were cut from Queensland schools under the former government. Honourable members do not have to take my word for it. At the time the Queensland Association of State School Principals said—

We are very aware of the concerns regarding the changes as part of the whole-of-government budget cuts to our staffing planner. The removal of the rounding benefits will mean that schools will have to make some challenging decisions around the number of classes that are formed and the use of any remaining FTEs.

At the time principals raised concerns, the unions raised concerns, parents raised concerns and the LNP chose to ignore the concerns of our principals in our classrooms.

I want to finish on this note. This morning members opposite want to talk about everything apart from Gympie. The people of Queensland have woken to a deeply divided LNP that are willing to get in bed with One Nation and wind back gun laws in this state. They want to talk about anything but Gympie.

(Time expired)

Honourable members interjected.

Mr SPEAKER: Thank you. I know everyone is primed.

Industrial Relations, Unions

Mr EMERSON: My question is to the Premier. I table a court document sworn by an ETU organiser in which he testifies that campaigning for the Labor Party's re-election in the upcoming state election is more important than getting wage increases for their members and workers.

Tabled paper: Copy of Affidavit of Mr Brenton Muller (Queensland Industrial Relations Commission Form 20) in the matter of the Electrical Trades Union of Employees Queensland and Others vs Brisbane City Council [2023].

I ask the Premier: does this not show that under the Palaszczuk government's union friendly industrial system the unions have lost their way? The union bosses really do not care about workers; their grubby organisations really only care about flexing union muscle via the Labor Party.

Mr HINCHLIFFE: I rise to a point of order. There are clearly imputations contained within the question that the member for Indooroopilly has asked. He can easily rephrase that question without the imputations and provide an opportunity for the Premier to answer the question. I would encourage you, Mr Speaker, to give him that guidance.

A government member interjected.

Mr SPEAKER: Thank you. You will get the call.

Mr SEENEY: I rise to a point of order. Frivolous points of order are an offence against the standing orders of this House. The Leader of the House is taking a frivolous point of order, claiming there are imputations in every question without telling the House what those imputations are. It is a clear strategy to destroy question time and to provide ministers with an opportunity to avoid questions. I would suggest the Leader of the House needs to be warned that if this behaviour continues he should be asked to leave the House.

Mr HINCHLIFFE: I rise to a point of order. I did not want to give regard or honour to the imputations that were contained in the member for Indooroopilly's question by repeating them, but phrases such as 'grubby' are clearly an imputation on the material contained within the question. As I said, they could easily be rephrased in order to make sure that the question does not stand outside standing orders.

Mr Seeney interjected.

Mr SPEAKER: Thank you, member for Callide. Just be quiet for a moment.

Mr HINCHLIFFE: I rise to a point of order. Mr Speaker, you have warned the member for Callide and he has interjected again while you have asked for quiet in reflecting upon points of order.

CHAIR: Member for Everton, one more question before government questions.

Mr MANDER: Thank you, Chair. Minister, what modifications have now been made to your daily critical incident report to ensure that child safety reports made by school principals have been acted upon?

Ms JONES: The changes that I have talked about were made immediately on the night that it was discovered that there was an issue. Officers stayed back that night to fix it. In addition to that, because they are such important matters, they also introduced manual checks. Every single day when we have the reports reported through the OneSchool system, there is a personalised check through the police, Child Safety and Education to make sure that the number of reports that leave Education Queensland are the same number of reports that are received by both police and Child Safety.

CHAIR: Thank you, Minister. I call the member for Maryborough.

Mr SAUNDERS: Minister, the SDS at page 7 talks about Labor's election promise to employ more teachers and guidance officers. The SDS and Budget Paper No. 3 also refer to the commitment by the government to deliver a strong capital works program. Further, the SDS and Budget Paper No. 4 advise of a significant boost to maintenance in state schools. Minister, this forecasts a considerable investment in the Queensland economy. Can you advise the committee what the job outcomes are likely to be for the state of Queensland?

Ms JONES: I think this question reflects the government's commitment to deliver jobs. That was our No. 1 priority as part of our election commitment and we are continuing to deliver that. I am very pleased to say that, in my portfolio, we are putting our money where our mouth is. You heard in my introductory remarks, and you would have heard me talking about it in parliament, that we have a record \$9 billion investment in Education. That is to employ 2,500 teachers over the next three years, including 875 teachers above growth. It is the largest additional investment in teacher numbers since the four-year, 800 additional teacher initiative commenced in 2001 under the Beattie administration which, of course, was another initiative of a Labor government.

I am also proud to talk about the money that we are investing in capital works. Even with the constrained financial environment we find ourselves in, we have committed \$456 million to support additional educational infrastructure in Queensland. Over the next three years it is expected that, through this capital works investment, 1,400 jobs will be created. Further to that, the government's commitment to invest more than three-quarters of a billion dollars to maintain our schools and to put in place a whole-of-life asset maintenance plan is also a significant jobs generator. We expect that this investment will provide employment for almost 2,400 tradespeople over the next four years.

As you heard, this is thousands and thousands of jobs being delivered through the investment we have chosen to make in the budget through Education. Over the next four years, through the investment we have decided to make through Education, we will deliver approximately 6,300 jobs. Obviously this is great news for Queensland and it is great news for Queensland business and it is great news for the students who attend our schools.

Ms PEASE: Minister, thanks very much for the information on the number of additional jobs that are to be supported out of the 2015-16 and the outyears Education budget. With reference to the SDS and teacher numbers, can you advise the committee of any reduction in the teaching workforce under the previous LNP government over the period 2012-13 to 2014-15?

Ms JONES: I thank the honourable member for the question because this was an issue that came up during the election and it was also something that I have heard firsthand from principals, teachers and P&Cs in my local community. The previous government cut jobs in our schools through staffing. For example, they made a decision that they would remove the rounding benefit that had previously been provided to schools. As a former principal, Chair, you would know how important that is. That decision alone removed 185 teachers or full-time-equivalent positions from Queensland primary schools—a cut that we have pledged to rectify. Through removing the rounding benefit, 185 teachers were removed. In addition to this, I have been advised by my department that, in total, 500 teachers in the education system were removed because of policy decisions made by the previous government. This includes the removal of resource teachers in high schools, and that has seen a further 345 teachers.

What concerns me is that we had a former government that continued to maintain—despite principals, teachers and parent bodies telling us that there had been a reduction in staff—that somehow they had not cut it. So that you do not just have to take my word for it, I will call on my department. Jeff Hunt, you are probably best placed, unless the director-general wants to answer. This is also a question

that I asked when I became minister: 'The LNP claimed this right up to the election, but when I went to schools and I spoke to schools they told me that they had lost teachers. Can you please explain to me how this has occurred?' Can you talk us through the 500 reduction?

Mr Hunt: Thank you, Minister. As part of the then government's fiscal repair strategy, the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year. That related to the removal of the rounding benefit for primary schools, the key teacher allocations in primary schools, some minor changes to rounding benefits in secondary schools and the removal of the resource teachers in secondary schools at the time. The approximate savings in that particular year were some 519 FTEs in the 2015 enrolment numbers. When we look at the changes that were made then, it is some 519 FTEs impact.

Mr SAUNDERS: Minister, I understand that the previous LNP government initiated a review of the current OP system. Can you inform the committee of the results of the review and what funds the former government set aside to initiate any proposed reforms arising out of that process?

Ms JONES: The former government initiated a review that I welcomed, and that was obviously responding to community concern with regard to the Australian Council for Educational Research report into the secondary system. The report was released in 2014, and the government's response to the report was released at the end of 2014 but, unfortunately, no funding was available to implement any of those reforms. As the minister I made it very clear that I wanted to find the best way forward, so I have had a number of consultations with the state school system, the independent school system and the Catholic school system to see what the view is with regard to change. As you have heard today, I am pleased to announce that the Palaszczuk government will introduce a new assessment and tertiary entrance system for senior students from 2018.

Mr MANDER: Thank you.

Ms JONES: I am glad that you have acknowledged that 2018 was the right date. I think that is very true, because when I listened to stakeholders a lot of them said to me that 2017 would be too rushed. As we get through this, I am happy to get Chris Rider, from the Queensland Curriculum and Assessment Authority, to talk about this. The view was that, yes, we should transition to an Australian tertiary admissions rank, ATAR, which is a system that every other student in Australia is getting through senior secondary, but also that we should have a mix of both school based assessment and external assessment. There is work that we can do now to strengthen the existing school based assessment, remembering the OP system is all internal, school based assessment with the moderation of the Queensland Core Skills test, which obviously I sat in my time. This is seen as a way forward.

It is really important for this committee and, indeed, for all of us as parliamentarians who want to see this reform—and I acknowledge the bipartisan support for it—that we remind all parents and students that the OP system is working. It does work. This is about modernising a system, as you would do in any case where a system has been in place in excess of 20 years, to make sure that we are modernising it and giving our young people a contemporary score and ATAR so that they are more mobile in relation to studying interstate or overseas. Chris, is there anything you want to add at this juncture? The 2018 time frame was as a consequence of the representations made to me. It is universally welcomed by all sectors of education and universities.

Mr Rider: Thank you, Minister, and good afternoon to the committee. The committee is well aware of this topic. We talked about it some weeks ago. I think it is really important to reinforce the minister's comment about it being the current year 8s. As a committee you are well aware from the last conversation that we had that it will take us four years to do this system. Two years of preparation is required. In 2016 and 2017 we are going to have to write syllabuses for a new system and we are going to offer professional development to teachers in years 11 and 12 the length and breadth of Queensland. As you know, there are more than 16,000 teachers in Queensland right now who teach at least one senior subject. If you put those two things together—syllabuses for all of the suite of subjects that we offer in Queensland and the professional development for more than 16,000 people—there is a minimum of two years work in that preparation phase. If you think about the current year 8s, while they are in years 9 and 10 we will be preparing our teachers and our communities for a new system so that when the year 8s get into year 11 in 2018 we will be ready for them.

CHAIR: Minister, page 3 of the SDS states that the department contributes to the overall government objective of creating safe and caring communities. You have made it very clear to us this afternoon that your No. 1 priority is student safety and wellbeing. Can you please outline to us the student protection reporting procedures that are designed to protect Queensland students from harm?



Chris Whiting MP



7 September 2018

Mr Joe Kelly
Chair
Ethics Committee
Parliament House

ethics@parliament.qld.gov.au

Dear Mr Kelly

Thank you for the opportunity to provide further information regarding the matter of privilege referred by the former Speaker, following a referral from a former member of the 55th Parliament.

Having re-read my letter of 5 September 2018 to the Speaker of the 55th Parliament, I am willing to stand by the strength of evidence contained within it.

However, I wish to present a further five pieces of evidence that further strengthen my case that my Question On Notice on 10 August 2017 did not deliberately mislead the Parliament, nor could it be construed as contempt of Parliament.

One.

Answer from the Minister for Education to Question On Notice Number 4 from the Education Tourism and Small Business Committee at the 2015 Estimates Hearing. In her reply to this question, the Minister wrote:

... the LNP Government maintained publicly throughout the election campaign in both the media and in written material to Queenslanders, that they had not reduced teaching staff. This is not true and departmental data reveals more than 500 teaching positions were cut from the school staffing methodology under the Newman Government. Further, these cuts had a direct impact on class sizes in Queensland.

I have attached a copy of this answer to the Question On Notice.

Two.

Answer from the Minister for Education and Minister for Tourism to Question Without Notice in Parliament on 12 October 2017. In this answer, I am informed the Minister was specifically addressing the assertion that she had misled the House on the matter of teaching cuts under the previous government. In her reply to a question from the Member for Nudgee, the Minister said:

We also had to address the cuts to teacher positions in schools in Queensland that the then Treasurer, the now Leader of the Opposition, made. He did this in a number of ways. Under the LNP government we actually saw increases in class sizes each and every single year that they were in office. In actual fact, 14000 classes ... [i]n actual fact, we saw 14,000 classes over class size targets under the LNP. That is because they oversaw a reduction in 500 teaching positions.

I have attached a copy of this answer to a Question Without Notice.

..2/..

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www.chriswhiting.com.au

Member for Bancroft

Three.

Answer by Deputy Director General Mr Hunt to a question from the Education Tourism, Major Events and the Commonwealth Games Committee in Estimates Hearing 2015. Mr Hunt said:

As part of the then government's "fiscal repair strategy", the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year. That related to the rounding of the removal of the rounding benefits for primary schools, the key teacher allocations in primary schools, some minor changes to the rounding benefits in secondary schools and the removal of the resource teachers in secondary schools at the time. The approximate savings in that particular year were some 519 FTEs in the 2015 enrolment numbers. When we look at the changes that were made then, it is some 519 FTEs impact.

I have attached an extract from the Estimates hearing record.

Four.

Briefing Note tabled by the Minister for Education and Minister for Industrial Relations, in Parliament on 6 September 2018. The tabled brief demonstrates that in 2013 when there was more than 9,700 additional students in Queensland schools, there was no Teacher FTE Growth. Instead, teacher FTEs declined by 61.9. Effectively, the LNP Government's "fiscal repair strategy" led to 519 teaching numbers being cut that would have otherwise been employed in 2013.

Five.

Answer to Question on Notice to Minister of Education on 6 September 2018 in support of the briefing paper tabled on the 6 September 2018. In this answer, the Minister specifically state the "fiscal repair strategy" resulted in 62 fewer teachers that year.

These five pieces of evidence, especially the third instance as it is from a Deputy Director General who experienced the reductions first-hand, and the fifth instance where the Minister specifically stated the "fiscal repair strategy" resulted in 62 fewer teachers that year, strengthen my assertion that my question on 10 August 2017 could in no way be reliably proved to be an instance of contempt, nor misleading the Parliament.

It could not be proved that:

1. **The statement must have been misleading.** Estimates Question no. 4 specifically mentions the "removal of key teacher allocations in primary schools and resource teachers in secondary schools" and "the former government's cuts to teaching positions". The answer from Mr Hunt specifically mentions "the removal of the resource teachers in secondary schools at the time" and "the removal of ... key teacher allocations in primary schools". In the answer to the Question on Notice on 6 September 2018 the Minister goes further to state that there were 62 fewer teachers that year due to the "fiscal reporting strategy". Previously, it may have been asserted that only "teaching positions" were cut but the answer specifically states there were 62 fewer teachers. It is clear that there is very strong evidence of "teachers cut from front line classrooms", as I stated, and it would be very hard to prove my statement was misleading.

2. **The member making the statement knew at the time the statement was made that it was incorrect.** The Minister, in crafting an answer to a question in Parliament in 2017 that addressed any assertion that the information she used was misleading, said there were *"cuts to teacher positions in schools in Queensland"* and the previous Government *"oversaw a reduction in 500 teaching positions"*. Once again, Estimates Question no. 4 specifically mentions the *"removal of key teacher allocations in primary schools and resource teachers in secondary schools"* and *"the former government's cuts to teaching positions"*. The answer from Mr Hunt specifically mentions *"the removal of the resource teachers in secondary schools at the time"* and *"the removal of ... key teacher allocations in primary schools"*.

The only deduction I could make from the strong and direct statements, and the fact they have not been directly rebutted as far as I am aware in the years since 2015, is that there were *"teachers cut from front line classrooms"*.

This has been reinforced this week with the Minister specifically stating there were 62 fewer teachers due to the *"fiscal repair strategy"*. This is in addition to the information I provided in my original letter.

Therefore, I believe I have a strong case to prove that I sincerely believed the information to be correct, as I still do.

3. **In making the statement the member intended to mislead the Parliament.** I wish to refer to the strength of the evidence presented in my original letter, and the strength of the further evidence I have presented in this response, as detailed in the two points above. Faced with such consistent and firm evidence, I could only come to the conclusion that there had been cuts: indeed, if I had denied in Parliament that such cuts took place, I believe that would be misleading.

Thank you for considering my submission.

Yours sincerely



Chris Whiting MP
Member for Bancroft

CHAIR: Member for Everton, one more question before government questions.

Mr MANDER: Thank you, Chair. Minister, what modifications have now been made to your daily critical incident report to ensure that child safety reports made by school principals have been acted upon?

Ms JONES: The changes that I have talked about were made immediately on the night that it was discovered that there was an issue. Officers stayed back that night to fix it. In addition to that, because they are such important matters, they also introduced manual checks. Every single day when we have the reports reported through the OneSchool system, there is a personalised check through the police, Child Safety and Education to make sure that the number of reports that leave Education Queensland are the same number of reports that are received by both police and Child Safety.

CHAIR: Thank you, Minister. I call the member for Maryborough.

Mr SAUNDERS: Minister, the SDS at page 7 talks about Labor's election promise to employ more teachers and guidance officers. The SDS and Budget Paper No. 3 also refer to the commitment by the government to deliver a strong capital works program. Further, the SDS and Budget Paper No. 4 advise of a significant boost to maintenance in state schools. Minister, this forecasts a considerable investment in the Queensland economy. Can you advise the committee what the job outcomes are likely to be for the state of Queensland?

Ms JONES: I think this question reflects the government's commitment to deliver jobs. That was our No. 1 priority as part of our election commitment and we are continuing to deliver that. I am very pleased to say that, in my portfolio, we are putting our money where our mouth is. You heard in my introductory remarks, and you would have heard me talking about it in parliament, that we have a record \$9 billion investment in Education. That is to employ 2,500 teachers over the next three years, including 875 teachers above growth. It is the largest additional investment in teacher numbers since the four-year, 800 additional teacher initiative commenced in 2001 under the Beattie administration which, of course, was another initiative of a Labor government.

I am also proud to talk about the money that we are investing in capital works. Even with the constrained financial environment we find ourselves in, we have committed \$456 million to support additional educational infrastructure in Queensland. Over the next three years it is expected that, through this capital works investment, 1,400 jobs will be created. Further to that, the government's commitment to invest more than three-quarters of a billion dollars to maintain our schools and to put in place a whole-of-life asset maintenance plan is also a significant jobs generator. We expect that this investment will provide employment for almost 2,400 tradespeople over the next four years.

As you heard, this is thousands and thousands of jobs being delivered through the investment we have chosen to make in the budget through Education. Over the next four years, through the investment we have decided to make through Education, we will deliver approximately 6,300 jobs. Obviously this is great news for Queensland and it is great news for Queensland business and it is great news for the students who attend our schools.

Ms PEASE: Minister, thanks very much for the information on the number of additional jobs that are to be supported out of the 2015-16 and the outyears Education budget. With reference to the SDS and teacher numbers, can you advise the committee of any reduction in the teaching workforce under the previous LNP government over the period 2012-13 to 2014-15?

Ms JONES: I thank the honourable member for the question because this was an issue that came up during the election and it was also something that I have heard firsthand from principals, teachers and P&Cs in my local community. The previous government cut jobs in our schools through staffing. For example, they made a decision that they would remove the rounding benefit that had previously been provided to schools. As a former principal, Chair, you would know how important that is. That decision alone removed 185 teachers or full-time-equivalent positions from Queensland primary schools—a cut that we have pledged to rectify. Through removing the rounding benefit, 185 teachers were removed. In addition to this, I have been advised by my department that, in total, 500 teachers in the education system were removed because of policy decisions made by the previous government. This includes the removal of resource teachers in high schools, and that has seen a further 345 teachers.

What concerns me is that we had a former government that continued to maintain—despite principals, teachers and parent bodies telling us that there had been a reduction in staff—that somehow they had not cut it. So that you do not just have to take my word for it, I will call on my department. Jeff Hunt, you are probably best placed, unless the director-general wants to answer. This is also a question

that I asked when I became minister: 'The LNP claimed this right up to the election, but when I went to schools and I spoke to schools they told me that they had lost teachers. Can you please explain to me how this has occurred?' Can you talk us through the 500 reduction?

Mr Hunt: Thank you, Minister. As part of the then government's fiscal repair strategy, the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year. That related to the removal of the rounding benefit for primary schools, the key teacher allocations in primary schools, some minor changes to rounding benefits in secondary schools and the removal of the resource teachers in secondary schools at the time. The approximate savings in that particular year were some 519 FTEs in the 2015 enrolment numbers. When we look at the changes that were made then, it is some 519 FTEs impact.

Mr SAUNDERS: Minister, I understand that the previous LNP government initiated a review of the current OP system. Can you inform the committee of the results of the review and what funds the former government set aside to initiate any proposed reforms arising out of that process?

Ms JONES: The former government initiated a review that I welcomed, and that was obviously responding to community concern with regard to the Australian Council for Educational Research report into the secondary system. The report was released in 2014, and the government's response to the report was released at the end of 2014 but, unfortunately, no funding was available to implement any of those reforms. As the minister I made it very clear that I wanted to find the best way forward, so I have had a number of consultations with the state school system, the independent school system and the Catholic school system to see what the view is with regard to change. As you have heard today, I am pleased to announce that the Palaszczuk government will introduce a new assessment and tertiary entrance system for senior students from 2018.

Mr MANDER: Thank you.

Ms JONES: I am glad that you have acknowledged that 2018 was the right date. I think that is very true, because when I listened to stakeholders a lot of them said to me that 2017 would be too rushed. As we get through this, I am happy to get Chris Rider, from the Queensland Curriculum and Assessment Authority, to talk about this. The view was that, yes, we should transition to an Australian tertiary admissions rank, ATAR, which is a system that every other student in Australia is getting through senior secondary, but also that we should have a mix of both school based assessment and external assessment. There is work that we can do now to strengthen the existing school based assessment, remembering the OP system is all internal, school based assessment with the moderation of the Queensland Core Skills test, which obviously I sat in my time. This is seen as a way forward.

It is really important for this committee and, indeed, for all of us as parliamentarians who want to see this reform—and I acknowledge the bipartisan support for it—that we remind all parents and students that the OP system is working. It does work. This is about modernising a system, as you would do in any case where a system has been in place in excess of 20 years, to make sure that we are modernising it and giving our young people a contemporary score and ATAR so that they are more mobile in relation to studying interstate or overseas. Chris, is there anything you want to add at this juncture? The 2018 time frame was as a consequence of the representations made to me. It is universally welcomed by all sectors of education and universities.

Mr Rider: Thank you, Minister, and good afternoon to the committee. The committee is well aware of this topic. We talked about it some weeks ago. I think it is really important to reinforce the minister's comment about it being the current year 8s. As a committee you are well aware from the last conversation that we had that it will take us four years to do this system. Two years of preparation is required. In 2016 and 2017 we are going to have to write syllabuses for a new system and we are going to offer professional development to teachers in years 11 and 12 the length and breadth of Queensland. As you know, there are more than 16,000 teachers in Queensland right now who teach at least one senior subject. If you put those two things together—syllabuses for all of the suite of subjects that we offer in Queensland and the professional development for more than 16,000 people—there is a minimum of two years work in that preparation phase. If you think about the current year 8s, while they are in years 9 and 10 we will be preparing our teachers and our communities for a new system so that when the year 8s get into year 11 in 2018 we will be ready for them.

CHAIR: Minister, page 3 of the SDS states that the department contributes to the overall government objective of creating safe and caring communities. You have made it very clear to us this afternoon that your No. 1 priority is student safety and wellbeing. Can you please outline to us the student protection reporting procedures that are designed to protect Queensland students from harm?

Mr SPEAKER: Pause the clock.

Mrs Smith interjected.

Mr SPEAKER: Yes, I can hear you, member for Mount Ommaney. You are now warned under standing order 253A. If you continue I will take the appropriate action.

A government member: Blackface.

Ms FENTMAN: I take that interjection. They will not condemn cuts that they made to domestic violence shelters and sexual assault services and they will not condemn their own candidate for Redcliffe for posting a photo of a man in blackface on social media.

Mr Powell interjected.

Mr SPEAKER: Pause the clock. Member for Glass House, I find you are trying to talk over the top of the minister when she is answering the question. Her answer is relevant. You are warned under 253A. If you persist I will take the appropriate action.

Ms FENTMAN: Of course we saw last night a completely divided LNP, but we know the one thing they are united on. They are united on cuts—

Ms BATES: I rise to a point of order.

Mr SPEAKER: Pause the clock. What is your point of order?

Ms BATES: It is on relevance. The question clearly asks the minister to condemn the CFMEU for their vile threats to rape children. The minister is not being relevant to the question and I ask you, Mr Speaker, to bring her back to the substance of the question.

Mr SPEAKER: I thought she had answered that question. Minister, do you have anything further that you wish to add that is relevant to the question?

Ms FENTMAN: I do, Mr Speaker. As I was saying, last night we saw a deeply divided LNP.

Honourable members interjected.

Mr SPEAKER: I think you have answered the question adequately. We might move on.

Schools, Class Sizes

Ms LINARD: My question is of the Minister for Education and Minister for Tourism, Major Events and the Commonwealth Games. Will the minister update the House on the Palaszczuk government's efforts to reduce class sizes in Queensland state schools?

Ms JONES: I thank the honourable member for Nudgee for her question. Recently I had the great privilege to go into her electorate and meet with many of the P&C and P&F representatives and principals from her community who are working very hard. We made a very strong election commitment that we would have more teachers in classrooms across Queensland. That is why I am proud of the Palaszczuk government which has delivered on our election commitment of providing 875 teachers above growth. We know that at the moment state schooling in particular is growing at twice the rate of independent and Catholic schools in Queensland and they need those additional teachers.

We also had to address the cuts to teacher positions in schools in Queensland that the then treasurer, the now Leader of the Opposition, made. He did this in a number of ways. Under the LNP government we actually saw increases in class sizes each and every single year that they were in office. In actual fact, 14,000 classes—

Honourable members interjected.

Mr SPEAKER: Pause the clock. Members, I am interested in what the minister is saying. If you do not want to hear it, please leave the chamber.

Ms JONES: In actual fact, we saw 14,000 classes over class size targets under the LNP. That is because they oversaw a reduction in 500 teaching positions. How did they do this? This happened because the LNP government cut the allocation of teachers to Queensland schools. They removed the primary rounding benefit, cutting 186 full-time-equivalent teachers from classrooms. The LNP cut key teacher allocations in primary schools—another 117 full-time equivalents gone. They also cut secondary resource teachers, 202—

Government members interjected.

12 Oct 2017

Questions Without Notice

3101

Mr SPEAKER: One moment, Minister. Members of the government, this is an important matter to me and I think some other members of the chamber, so I would urge you to be silent so the minister can answer the question that has been asked.

Ms JONES: Finally, the then LNP government cut secondary resource teachers from high schools; 202 full-time-equivalent jobs were cut from those schools. They also adjusted the secondary rounding, costing another 10 full-time-equivalent teachers. I have outlined this to the House during the estimates process at every single estimates hearing for the past three years. I have highlighted that when we add these together a total of 515 full-time-equivalent teacher positions were cut from Queensland schools under the former government. Honourable members do not have to take my word for it. At the time the Queensland Association of State School Principals said—

We are very aware of the concerns regarding the changes as part of the whole-of-government budget cuts to our staffing planner. The removal of the rounding benefits will mean that schools will have to make some challenging decisions around the number of classes that are formed and the use of any remaining FTEs.

At the time principals raised concerns, the unions raised concerns, parents raised concerns and the LNP chose to ignore the concerns of our principals in our classrooms.

I want to finish on this note. This morning members opposite want to talk about everything apart from Gympie. The people of Queensland have woken to a deeply divided LNP that are willing to get in bed with One Nation and wind back gun laws in this state. They want to talk about anything but Gympie.

(Time expired)

Honourable members interjected.

Mr SPEAKER: Thank you, I know everyone is primed.

Industrial Relations, Unions

Mr EMERSON: My question is to the Premier. I table a court document sworn by an ETU organiser in which he testifies that campaigning for the Labor Party's re-election in the upcoming state election is more important than getting wage increases for their members and workers.

Tabled paper: Copy of Affidavit of Mr Brenton Müller (Queensland Industrial Relations Commission Form 20) in the matter of the Electrical Trades Union of Employees Queensland and Others vs Brisbane City Council [2023].

I ask the Premier: does this not show that under the Palaszczuk government's union friendly industrial system the unions have lost their way? The union bosses really do not care about workers; their grubby organisations really only care about flexing union muscle via the Labor Party.

Mr HINCHLIFFE: I rise to a point of order. There are clearly imputations contained within the question that the member for Indooroopilly has asked. He can easily rephrase that question without the imputations and provide an opportunity for the Premier to answer the question. I would encourage you, Mr Speaker, to give him that guidance.

A government member interjected.

Mr SPEAKER: Thank you. You will get the call.

Mr SEENEY: I rise to a point of order. Frivolous points of order are an offence against the standing orders of this House. The Leader of the House is taking a frivolous point of order, claiming there are imputations in every question without telling the House what those imputations are. It is a clear strategy to destroy question time and to provide ministers with an opportunity to avoid questions. I would suggest the Leader of the House needs to be warned that if this behaviour continues he should be asked to leave the House.

Mr HINCHLIFFE: I rise to a point of order. I did not want to give regard or honour to the imputations that were contained in the member for Indooroopilly's question by repeating them, but phrases such as 'grubby' are clearly an imputation on the material contained within the question. As I said, they could easily be rephrased in order to make sure that the question does not stand outside standing orders.

Mr Seeneey interjected.

Mr SPEAKER: Thank you, member for Callide. Just be quiet for a moment.

Mr HINCHLIFFE: I rise to a point of order, Mr Speaker, you have warned the member for Callide and he has interjected again while you have asked for quiet in reflecting upon points of order.

EDUCATION, TOURISM AND SMALL BUSINESS COMMITTEE

2015 ESTIMATES PRE-HEARING

QUESTION ON NOTICE

No. 4

THE EDUCATION, TOURISM AND SMALL BUSINESS COMMITTEE ASKED THE MINISTER FOR EDUCATION AND MINISTER FOR TOURISM, MAJOR EVENTS, SMALL BUSINESS AND THE COMMONWEALTH GAMES (HON KATE JONES MP)—

QUESTION:

Given the former Government's decision to remove the rounding benefit for school teacher allocations (DET SDS p.3), will the Minister outline how many fewer teachers were available to teach in Queensland state schools and the current proportion of classes that are over target in regards to class sizes?

ANSWER:

I thank the Committee for the question.

Given there was a lot of conjecture during the state election about the true impact of the former government's cuts to teaching positions in our schools, I think it is important to set the record straight.

Like many local candidates during the last state election, I attended P&C meetings and met with school teachers and parents concerned by the impacts of the cuts by the former government to teacher positions.

Despite school communities and teachers raising concerns with the former government about the consequences of their cuts to teacher staffing allocations, the LNP Government maintained publicly throughout the election campaign in both the media and in written material to Queenslanders, that they had not reduced teaching staff.

This is not true and departmental data reveals more than 500 teaching positions were cut from the school staffing methodology under the Newman Government. Further, these cuts had a direct impact on class sizes in Queensland.

State primary schools with enrolments of more than 175 students suffered from the removal of the primary school classroom teacher rounding benefit under the Newman Government from the start of 2013.

Based on 2015 enrolments, the removal of the rounding benefit has resulted in approximately 185 fewer teacher full time equivalent (FTE) allocated to state primary schools across Queensland and this has directly impacted the achievement of class size targets across Queensland state primary schools.

I am advised more than 330 other teacher FTEs were removed through changes to the primary and secondary staffing allocation methodologies including the removal of key teacher allocations in primary schools and resource teachers in secondary schools.

The five-year primary class size target achievement history shows the impact of the removal of the rounding benefit:

Class Size Target Achievement – Primary Year Levels

Year	On or Under Target	Over Target
2011	92%	8%
2012	93%	7%
2013	89%	11%
2014	88%	12%

The Palaszczuk Government believes that classes which are on or under the agreed class size targets give greater opportunities for teachers to provide increased levels of individual assistance.

This is why this Government has committed to hiring up to an additional 2500 teachers in Queensland state schools over the next three years (from 2016). As part of this three-year commitment, the Government has committed to allocating 875 teacher.FTE above those required for enrolment growth to put downward pressure on class sizes, provide specialist teachers in secondary schools and to relieve pressure from teachers and principals.

Part of this initiative will include the reinstatement of the primary classroom teacher rounding benefit removed in 2013. Putting downward pressure on class size through the reinstatement of the primary rounding benefit will take effect in primary staffing allocations for the start of the 2016 school year.

Dr Miles: I am glad someone is.

Ms JONES: I will take that interjection.

Dr Miles: You love coming to work.

Ms JONES: I do. I have worked at Maccas; I know that you have to show up. You learn that when you have to start working very young—something not everyone in this parliament would know, but that is another story.

I am really excited to be here talking about the Gold Coast and the growth that we have seen in Gold Coast tourism. International visitor expenditure has grown by 10 per cent in the latest figures, up \$1.3 billion in March. I can confirm that, since the election of the Palaszczuk government, we have seen an increase of half a billion dollars in tourism spend on the Gold Coast under our government's watch. That is because we made a very clear decision that we were going to invest in the Gold Coast.

An opposition member interjected.

Ms JONES: I did not hear that.

A government member interjected.

Ms JONES: Well, you could go to Canada. This is due to Labor's record investment in tourism on the Gold Coast. Today I can also confirm that of the grants I announced yesterday four of them are going to the Gold Coast to grow Gold Coast events. This includes the 2019 Burleigh Pro Surf Festival, the Gold Coast Film Festival and the 12 Towers Ocean Paddle Race amongst others. Unlike our government, when those opposite sat around the cabinet table—and the Leader of the Opposition proudly talked about how she was there; how she was in the room making the hard decisions on Strong Choices—they cut \$188 million from the tourism budget. That is the record of the Leader of the Opposition when it comes to tourism.

Yesterday as part of our budget we announced that we would invest \$182 million more in tourism to grow jobs across Queensland. Yesterday I said that we had seen a record number of people applying for those grants. Yesterday it was 88; today it is 99. We are going up each and every single day, and they have until Friday to close it.

What has been exposed throughout this week is the failure of the Leader of the Opposition to have any authority over her party. All of the hard decisions have been outsourced to faceless men who run the LNP here in Queensland. The Leader of the Opposition cannot grant a conscience vote, but she can sign holiday forms for her members from parliament. That is the only authority that the Leader of the Opposition has—to give holidays for members of parliament who should be here doing their job.

Katter's Australian Party, Resourcing

Mr KATTER: My question is to the Premier and Minister for Trade. Will the Premier confirm that the criteria used by her to review and remove KAP resources were based on KAP members acting in a particular way? Will the Premier commit to reviewing the resources of all MPs using the same criteria and remove the resources of any member who does not act in accordance with the Premier's criteria?

Mr SPEAKER: Premier, I ask you to answer the question as you see fit.

Ms PALASZCZUK: Thank you, Mr Speaker. I thank the member for the question. As the member has referred this matter to the CCC—I understand that it is under investigation and consideration—I will not be making any further comment.

Palaszczuk Labor Government, Schoolteachers

Ms McMILLAN: My question is to the Minister for Education. Will the minister update the House on the status of the government's commitment to employ an additional 3,700 teachers for our Queensland state schools? Is the minister aware of any alternative approaches?

Ms GRACE: I thank the member for the question. As a past principal, she knows too well how important the number of teachers is in our schools to deliver quality education. The Palaszczuk government is committed to giving Queensland students the best start by delivering on our education commitments. We have already employed an extra 1,000 teachers as part of our four-year commitment to hire an additional 3,700 teachers. Class sizes are improving, as the Premier detailed in the House yesterday, and we are delivering a record education infrastructure budget to keep pace with this employment growth.

There is no confusion about this government's record on teacher employment numbers, but those opposite seem to be a little confused. For more than a decade the Department of Education has used a staffing methodology to determine how many additional teachers a school will need to meet enrolment growth. In 2013—a year where there were more than 9,700 additional students in Queensland schools; a record year in the last nine years; the biggest growth we have seen in one year—there was not one additional teacher employed, not one. We know that teacher numbers need to grow to keep pace with the growth of student enrolments.

The LNP's fiscal repair strategy—a deliberate savings strategy—led to 519 teaching numbers being cut that would have been otherwise been employed in 2013. In fact, it resulted in 62 fewer teachers that year with a record number in student growth. They come in here this morning and ask a question about tissues. That is what they come in here about. In anybody's language, this is a fundamental cut in teacher numbers. This strategy led to larger class sizes, additional stress on teachers, increased workloads and fewer teachers in front of our kids.

Tabled paper: Document, undated, titled 'Briefing Note: the Honourable Grace Grace, Minister for Education and Minister for Industrial Relations'.

If it will help put an end to the confusion of those opposite, I am happy to table the brief from my director-general which clearly shows the changes in teacher full-time employee growth between 2010 and 2018. The deputy director-general at estimates in 2015 said—

As part of the then government's fiscal repair strategy, the department undertook some changes to the staffing allocation methodologies that were in place in the 2012 staffing model for the 2013 school year ... The approximate savings in that particular year were some 519 FTEs ...

We will always stand up for jobs, we will always back jobs, and we will always back growth, not reductions and cuts.

Mr SPEAKER: I want to acknowledge that we have students from Pine Rivers State High School in the gallery at various times during this morning's proceedings. Thank you for visiting the Queensland parliament.

Minister for Transport and Main Roads, Emails

Mr MINNIKIN: My question is to the Premier. It has been three days since Minister Bailey was exposed for repeatedly and deliberately disobeying the Premier's direction and using his private email account for ministerial business. Has the Premier taken action to discipline Minister Bailey for his disobedience or is the Premier in office only and not in power?

Mr SPEAKER: Before I call the Premier, there was no single minister I could see but I could hear multiple people talking during that question. I would ask for silence during questions.

Ms PALASZCZUK: I have answered this question. As I said earlier in the week, all of these matters were investigated by the CCC. I am not going to enter into any further debate about this matter.

National Partnership Agreements, Trainees and Apprentices

Mr HEALY: My question is to the Minister for Employment and Small Business and Minister for Training and Skills Development. Will the minister outline what the new federal Morrison ministry offers Queensland in regard to national partnerships on training, and will the minister explain how this might impact on Queensland trainees and apprentices?

Ms FENTIMAN: I thank the member for Cairns for the question. The member for Cairns knows—like all Queenslanders know—that ripping \$70 million out of the Queensland training budget at a time when all the research shows a changing jobs market requires more investment in training and skills is incredibly short-sighted. Let us hope that current PM and former treasurer ScoMo listens to the advocacy of our Premier and rips up their appalling deal for Queensland apprentices and trainees.

After all the chaos we have seen in Canberra over the last few weeks, we have finally seen who our new training minister is. It is Senator Michaelia Cash. After doing such a great job in her previous portfolio, she has been handed the training portfolio. We hope the senator will do a better job than the previous assistant minister for skills, Karen Andrews, a Gold Coaster, a Queensland member who failed to stand up for Queensland apprentices and trainees. We hope the senator from Western Australia will deliver a better deal.

It does not matter what state they come from; the LNP are all the same. This week we have seen the Liberal government in South Australia close seven TAFE campuses—seven. That is thousands of students in South Australia who are left stranded, with nothing from the government about where those

Briefing Note

The Honourable Grace MP
Minister for Education and
Minister for Industrial Relations

Action required: For Noting

Action required by: ASAP

SUBJECT: DAY 8 STAFFING ALLOCATIONS 2010-18

Summary of key objectives

- To brief the Minister on the Day 8 Staffing Allocations over the period 2010-18.

Key issues

- Staffing allocations are made to state primary and secondary schools each year on the basis of their Day 8 enrolment levels.
- Each year staffing allocations may vary due to levels of enrolment change, additional staffing allocations for new schools, government initiatives and other factors including budget management.
- State schools have access to what is referred to as the school staffing planner (in the form of an Excel spreadsheet) each year, which allows them to enter forecast enrolments to determine staffing levels. This assists with staffing planning and workforce management. The classroom teacher staffing allocations to state schools are informed by the agreed class size targets of 25 for Prep to Year 3; 28 for Years 4 to 10; and 25 for Years 11 to 12. In addition to classroom teacher allocations, the staffing planner details teaching and non-teaching staffing allocations to schools to give principals a comprehensive picture of their school's entitlement to centrally allocate staffing FTE.
- When changes are made to school staffing allocations, the school staffing planners are updated to reflect changes to ensure that schools are referencing the updated staffing allocation methodology.

Queensland Legislative Assembly	
Number: <u>5618T1309</u>	
 06 SEP 2018	Tabled <input checked="" type="checkbox"/>
MP: <u>Hon Grace</u>	By Leave <input type="checkbox"/>
Clerk's Signature: <u>[Signature]</u>	

5. A table summarising the history of Day 8 2010–18 enrolments and staffing changes (variances year on year) drawn from Day 8 Staffing Briefing Notes is provided in the following table:

Day 8 Staffing and Enrolment Primary and Secondary Data		
Year on Year Variance		
Year	Student FTE Growth	Teacher FTE Growth
2010	2265.6	182.0
2011	2921.3	260.5
2012	6608.8	333.8
2013	9781.8	-61.9
2014	9042.2	433.3
2015	6908.0	588.5
2016	8322.8	705.0
2017	9076.4	778.0
2018	8622.2	857.6

6. A summary of significant changes to staffing allocation methodologies over the past nine years include:

- 2010 – school staffing allocations as per pre-existing staffing methodologies with the inclusion of two new schools at Peregrin Springs State School, Bay View State School; and Innisfail College (new location);
- 2011 – school staffing allocations as per existing methodology; however, the Prep half cohort moved into Year 4 (class size target of 28) with a corresponding impact in the Prep to Year 3 (class size target of 25) section of primary resulting in additional teacher staffing. New schools opened including: Augusta State School; Coomera Rivers State School; Woodlinks State School; Springfield Central State School; and Springfield Central State High School;
- 2012 – school staffing as per existing staffing methodology with new schools opened at Brightwater State School; Mango Hill State School; Murrumba State College; and the Cape York Aboriginal Australian Academy (an amalgamation);
- 2013 – school staffing as per existing staffing methodology with adjustments/reductions to the primary classroom teacher and smaller state high school rounding benefit, cessation of Key Teacher allocations to primary schools and cessation of the secondary Resource Teacher allocations – resulted in a net impact of some 519 fewer teacher FTE allocated that year than if these staffing methodologies had remained unchanged. New schools opened at Pimpama Secondary College and Mackay Northern Beaches SHS;
- 2014 – school staffing as per existing staffing methodology;
- 2015 – Year 7 transitioned to secondary this year and resulted in higher staffing allocations to accommodate these students in the secondary setting. New schools opened at Burpengary Secondary College, Highfields Secondary College and Pimpama Primary College;
- 2016 – School staffing as per existing staffing methodology with adjustments to school staffing allocation methodologies related to the first tranche of the 875 extra teachers initiative – 290 teacher FTE in addition to growth. New schools opened at Griffin State

- ^B
School, Deeding Heights State School, Pallara State School (new location), Bellmore State School and Nambour State College (an amalgamation);
- 2017 – adjustments to school staffing allocation methodologies related to the second tranche of the 875 extra teachers initiative – 290 teacher FTE in addition to growth. New schools opened at Bellbird Park Secondary College, Cairns Special School, Fernbrooke SS and Pumicestone SS; and
 - 2018 – Adjustments to school staffing allocation methodologies related to the third and final tranche of the 875 extra teachers initiative – 295 teacher FTE in addition to growth. New schools opened at Baringa Primary School, North Shore SS, Picnic Creek SS and the Queensland Pathways College.
7. It is important to note that staffing allocations can vary year on year depending on the distribution of additional enrolments across Queensland's 1240 State Schools. Some schools will be able to absorb additional student enrolments into existing class arrangements and other schools will need to form new classes and require the allocation of an additional teacher/s. Staffing allocations are inherently drawn from a range of threshold-driven staffing formulae that provide schools with certainty about staffing allocations/levels.
8. The above total staffing allocations include changes arising from growth, methodology changes and new initiatives.

Background

9. School staffing allocations are made to state primary and secondary schools based on their Day 8 enrolments each year.
10. Schools are staffed in accordance with agreed staffing allocation methodologies based on class size targets and the agreed promotional positions scales agreed with the Queensland Teachers' Union.
11. Schools that experience post Day 8 enrolment growth may apply to the region for an additional staffing allocation if they are unable to accommodate this level of enrolment growth within existing classes.
12. Staffing allocation methodologies may be subject to change arising from a range of factors.
13. During the 2015 Queensland State Budget Estimates hearing for the Education, Tourism and Small Business Committee reference was made to the issue of adjustments to staffing allocations. Pages 50-51 of the transcript available at:
http://www.parliament.qld.gov.au/documents/hansard/2015/2015_08_25_EstimatesETC.pdf
detail the debate.
14. The transcript highlights that there were changes to the 2013 staffing allocation methodologies that were used to staff Queensland State Schools that year and that the impact of these changes saw some 519 fewer teacher FTEs allocated due to changes in rounding benefit allocations for primary and secondary schools, the removal of key teacher allocations in primary schools and removal of resource teacher allocations in secondary.

Recommendation

That the Minister note the 2010-18 Day 8 staffing allocations to state primary and secondary schools.

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**



SHARON DURHAM
Chief of Staff
Office of the Hon Grace MP
Minister for Education and
Minister for Industrial Relations

519118



GRACE MP
Minister for Education and
Minister for Industrial Relations

519118

Minister's comments

Endorsed by:
Jeff Hunt
Deputy Director-General
Corporate Services
Tel: 303 44771
Mob: 0471 470 270
Date: 05/09/2018

Endorsed by:
Tony Cook
Director-General
Tel: 303 44752
Mob:
Date: 5/09/2018



EXTRACT OF MINUTES

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON
26 OCTOBER 2017 RELATING TO ALLEGED DELIBERATE
MISLEADING OF THE HOUSE**



Ethics Committee

Meeting No. 07A

Thursday 23 August 2018, 1:14PM

Committee Room 1, Parliamentary Annexe, Brisbane

Present

Mr Joe Kelly MP, Chair
Mr Tim Nicholls MP, Deputy Chair
Ms Nikki Boyd MP
Ms Leanne Linard MP
Mr Mark McArdle MP
Mr Steve Minnikin MP
Mr Ray Stevens MP

Apologies Nil

In attendance

Ms Bernice Watson, Committee Secretary
Ms Ciara Furlong, Assistant Committee Secretary

Inquiry 2 – Whiting and Jones

Discussion ensued.

Resolved

That the committee continue to deal with the matter, pursuant to section 105 of the *Parliament of Queensland Act 2001*.

Moved: Mr Stevens Seconded: Ms Boyd

Resolved

That the committee write to Mr Whiting and Ms Jones in the terms of the draft letters provided.

Moved: Mr Kelly Seconded: Mr Stevens

EXTRACT OF MINUTES

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON
26 OCTOBER 2017 RELATING TO ALLEGED DELIBERATE
MISLEADING OF THE HOUSE**



Ethics Committee

Meeting No. 09A

Thursday 18 October 2018, 1:05PM

Committee Room 1, Parliamentary Annexe, Brisbane

Present

Mr Joe Kelly MP, Chair
Mr Tim Nicholls MP, Deputy Chair
Ms Nikki Boyd MP
Ms Leanne Linard MP
Mr Mark McArdle MP
Mr Ray Stevens MP

Apologies Nil

In attendance

Ms Bernice Watson, Committee Secretary
Ms Ciara Furlong, Assistant Committee Secretary

Inquiry 2 – Whiting and Jones

Discussion ensued.

Resolved

That the committee proceed to investigate and invites the Minister for Innovation and Tourism Industry Development and Minister for the Commonwealth Games to attend a hearing, the time and date of the hearing to be agreed between the Chair and Deputy Chair.

Moved: Mr Kelly Seconded: Mr Nicholls

Ms Linard dissented to the resolution.

EXTRACT OF MINUTES

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON
26 OCTOBER 2017 RELATING TO ALLEGED DELIBERATE
MISLEADING OF THE HOUSE**



Ethics Committee

Meeting No. 13A

Thursday 6 December 2018, 12:00PM

Committee Room 1, Parliamentary Annexe and via teleconference

Present

Mr Joe Kelly MP, Chair
Mr Tim Nicholls MP, Deputy Chair
Ms Leanne Linard MP
Mr Mark McArdle MP
Ms Melissa McMahan MP (SO 272)
Mr Ray Stevens MP

Apologies

Ms Nikki Boyd MP

In attendance

Ms Bernice Watson, Committee Secretary
Ms Ciara Furlong, Assistant Committee Secretary

Inquiry 2 – Matter of Privilege referred by the Speaker on 26 October 2017 (Whiting & Jones)

Discussion ensued.

Resolved

That the Chair be authorised to seek advice of the Deputy Clerk before the committee considers the matter further.

Moved: Mr Stevens Seconded: Mr Nicholls

EXTRACT OF MINUTES

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON
26 OCTOBER 2017 RELATING TO ALLEGED DELIBERATE
MISLEADING OF THE HOUSE**



Ethics Committee

Meeting No. 15A

Thursday, 14 February 2019, 1:12PM

Present

Mr Joe Kelly MP, Chair
Mr Tim Nicholls MP, Deputy Chair
Ms Nikki Boyd MP
Ms Leanne Linard MP
Mr Mark McArdle MP
Mr Ray Stevens MP

Apologies Nil

In attendance

Ms Bernice Watson, Committee Secretary
Ms Ciara Furlong, Assistant Committee Secretary

Inquiry 2 – Matter of Privilege referred by the Speaker on 26 October 2017 (Whiting & Jones)

Discussion ensued.

Resolved

That the committee withdraw the decision to proceed to investigation and proceed to consider a draft report.

Moved: Mr Kelly Seconded: Mr Stevens

EXTRACT OF MINUTES

**MATTER OF PRIVILEGE REFERRED BY THE SPEAKER ON
26 OCTOBER 2017 RELATING TO ALLEGED DELIBERATE
MISLEADING OF THE HOUSE**



Ethics Committee

Meeting No. 19A

Friday, 26 April 2019, 10:00AM

Room 5.30, Parliamentary Annexe

Present

- Mr Joe Kelly MP, Chair
- Mr Tim Nicholls MP, Deputy Chair
- Mr John-Paul Langbroek MP (substitute for Mr Mark McArdle under SO 202)
- Ms Leanne Linard MP
- Ms Melissa McMahon MP
- Mr Ray Stevens MP

In attendance

- Ms Bernice Watson, Committee Secretary
- Ms Natasha Mitchenson, Assistant Committee Secretary

Inquiry 2: Matter of Privilege referred by the Speaker on 26 October 2017 (Whiting and Jones)

Resolved

That the committee adopts the report, as amended, and authorises its tabling.

Moved: Mr Kelly Seconded: Mr Nicholls

Extracts certified correct on 2 May 2019

A handwritten signature in black ink that reads "Joe Kelly".

Joe Kelly MP

Chair