



Speech by


**Michael Crandon**

**MEMBER FOR COOMERA**

Hansard Tuesday, 31 July 2012

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## **COOMERA ELECTORATE, STATE SCHOOLS**

 **Mr CRANDON** (Coomera—LNP) (11.54 am): I rise to report to the House on a few exciting developments happening in schools across the south-east region and, in particular, in the state seat of Coomera. Before I embark on that discussion, I would like to update the House on the Origin story. I think we all remember the Origin story. I have met with Origin.

**Mr Cripps:** Oh good.

**Mr CRANDON:** They insisted on the meeting. I sent them an email in response to their request for a meeting telling them, 'I don't need to meet you; just fix my bill up,' but they said it was so complicated that they needed to see me. The good news is this: in my speech I referred to the idea that I might take six months to pay my Origin bill. Guess what? The act says that I have got six months to pay it because of the lateness of the arrival of the bill. I got a telephone call to advise me that they are not proceeding with any collection matters in relation to this \$2,375 bill. It is now due on 31 January 2013. I thought I should update the House on the matter.

Let me return to the reason why I want to take a few minutes today to talk about something exciting in my electorate. The other day the Minister for Education, Training and Employment announced that Queensland schools were rewarded for teaching excellence. The minister announced the 27 state finalists in the 2012 Showcase Awards for Excellence in Schools. He was proud to recognise the schools that had gone 'above and beyond in providing excellent teaching programs to Queensland state students'. I am reading these words from the minister's press release. They are worth repeating because I want to talk about the schools in my electorate that are involved in this, and honourable members will then understand why I am so proud.

The minister said that the awards are the 'most prestigious in the state and give schools the opportunity to share their programs with other educators'. Each of the 27 state finalists were selected from 75 regional winners and each receive \$5,000 in development grants. So they went to the regions and they beat the regions. Then they went to the states and they beat the people in the states, and there were 75 of them in those state awards.

The awards covered eight categories including early, middle and senior phases of learning, academic success, inclusive education, innovation, leadership and partnerships with industry or community. Eight state winners will be announced at the showcase gala dinner on Friday, 12 October—put that in your diaries, folks—each receiving a further \$20,000 in development grants. The state finalist for the Network Ten Showcase Award for Excellence in the Early Phase of Learning was Eagleby State School for SOLISS—Structured Oral Language Intervention for School Success. Eagleby State School is ably run by Suzanne Jolley and her team. Hear, hear to Suzanne Jolley and her team. What a wonderful outcome for them.

The Village Roadshow Theme Parks Showcase Award for Excellence in Inclusive Education went to a cluster of 20 schools, two of which are in my electorate—Coomera State School, ably overseen by Chris

McMillan, and Helensvale State School, overseen by Ms Pratt. I will tell the House more about the programs. Arundel State School, Biggera Waters State School and many others including Helensvale and Coomera state schools were involved in a program called Coral House. The Coral House program is a partnership between the 20 cluster schools, the south-east region and SAILS, an entity associated with the Anglican Church. The purpose of the program is to meet the needs of primary students from prep to year 2 who have serious behavioural, social and emotional problems. The program enrolls students from cluster schools for a five-week period of intensive support and also includes parenting programs.

The award to Eagleby State School was for Structured Oral Language Intervention for School Success, which is a multitiered approach to intervention for students in prep to year 3 at risk of falling behind in literacy due to difficulties with oral language. The program consists of three tiers—small groups (withdrawal), in-class intervention and whole class intervention implemented by special teachers and classroom teachers. I commend both of those programs and the three schools in my electorate representing 30 per cent of the schools in my electorate which are part of these programs.

*(Time expired)*