



CRIME AND CORRUPTION COMMISSION

TRANSCRIPT OF INVESTIGATIVE HEARING

10 CONDUCTED AT LEVEL 2, NORTH TOWER, 515 ST PAULS TERRACE,
FORTITUDE VALLEY WITH RESPECT TO

File No: CO-18-0360

TASKFORCE FLAXTON
HEARING NO: 18/0003

20 DAY 7 – TUESDAY 22 MAY 2018
(DURATION: 1 HR 58 MINS)

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LEGEND

30 PO Presiding Officer – ALAN MACSPORRAN QC
CA Counsel Assisting – GLEN RICE QC
INST Instructing – AMANDA BRIDGEMAN
HRO Hearing Room Orderly – ISABELLA PATTON
W Witness – ALAN BUTLER
CM CHRISTOPHER MURDOCH, Crown Law (QCS)

- PO Mr RICE.
- CA Thank you, Commissioner. I call Alan BUTLER.
- PO Mr BUTLER, do you prefer to take the oath or the affirmation?
- W I'll take the oath, thank you, sir.
- 10 HRO Please take the Bible in your right hand and repeat after me.
- W The evidence which I shall give in these proceedings shall be the truth, the whole truth, and nothing but the truth, so help me God.
- CA Is your name Alan John BUTLER?
- W Correct.
- 20 CA Mr BUTLER, you are presently occupying the position of General Manager of Capability and Development within Queensland Corrective Services?
- W Yes.
- CA Were you given a notice to attend the inquiry?
- W Yes.
- 30 CA Can I show you this copy, please.
- W Certainly.
- CA Is that a copy of the notice you were given?
- W Yes.
- CA For how long have you been General Manager of Capability and Development?
- 40 W I have been the Executive Director of the Queensland Corrective Services Academy from 2006 to 2017. The title was then changed to the current title.
- CA For that time frame, from 2006 onwards, have you been responsible for the operations of the QCS Academy?
- W Yes.
- 50 CA Does that include training of new correctional officers?
- W Correct.
- CA There are some other aspects of training that you undertake also that we are not so concerned with, I think. That includes training of dog handlers?

- W Correct.
- CA Also, probation and parole staff?
- W Yes.
- CA There are also some training and management and leadership programs, I understand?
- 10 W Correct, a number of courses in that area.
- CA I might come back to that. Let's deal with training of new recruits. In the scheme of things, as we understand, operational support services has the responsibility for recruitment; is that right?
- W Correct.
- CA That function is then outsourced to a group called ManpowerGroup?
- 20 W Yes.
- CA Is that as you understand it?
- W As I understand it, yes.
- CA It is at that stage that there is vetting of applicants done?
- W Yes.
- 30 CA Is the result of that that you, at the academy, are, in a sense, provided with the results of that vetting process?
- W Yes. The academy becomes involved towards the latter stages of the process.
- CA Perhaps you could explain that, if you don't mind, just so we understand what interaction there is between commencement at the academy and the recruitment process?
- 40 W One of the final stages of the recruitment process is that all potential recruits undertake a fitness test. It is referred to as response to medical emergencies. That fitness test is conducted either at the academy or in one of our regional training locations by academy staff or staff we liaise with from each correctional centre.
- CA Is that a physical fitness test?
- W That's correct. They are required to undertake a circuit of physical activities within a set timeframe. That must be achieved for them to remain in the selection pool.
- 50 CA Aspects of fitness for the position?
- W Correct.
- CA In terms of not just physical fitness, but aspects of their suitability for the

position are otherwise assessed by ManpowerGroup; is that right?

W That would be my understanding, yes.

CA From long experience in conducting the training of recruits, has there been a need to go back to operational standards to inform them whether the results of what you are being given as a training cohort are satisfactory?

10 W In areas such as overtime, there has been an increased emphasis on the ability of the recruits to utilise computers, because of the use of technology within the correctional centres. So feedback on recruits' computer skills, feedback on recruits' performance on the examinations I understand has been taken into account in the recruitment process.

CA Is there some relationship between your operation and operational standards to inform the recruitment process so that you get the best cohort?

20 W I believe there is. In terms of operational standards, sir-

CA Operational services, I'm sorry.

W The human resources area, certainly.

CA As academy director, do you have direct involvement in that?

W I don't have a direct involvement in the Manpower recruitment process.

30 CA No, but the liaison that might assist the process that they undertake?

W Yes, I would say that over time I have been able to speak with our human resources people about our recruits.

CA Operational services are also involved with workplace planning, which determines staff needs; correct?

W Yes.

40 CA Does that feed into the extent to which the academy is called on to train recruits?

W Certainly. I would say there is good liaison between our HR group and workforce planning for recruit courses and ourselves. I think that has been evidenced in recent years, with an increased number of courses each year to provide a more constant stream of recruits in smaller numbers into correctional centres. By smaller numbers, I mean consistent numbers coming into a centre rather than, I would suggest, six or seven years ago, on occasions we were putting 25 officers into one centre at one time.

50 CA Where is the academy located?

W At Wacol.

CA Is it attached to any of the centres at Wacol?

W No. We are, for want of a better word, independent of any centre, but

we are in close proximity to Brisbane Correctional Centre, Wolston Correctional Centre and Brisbane Women's Correctional Centre.

- CA You mentioned a number of recruitment courses per year. Say over the last three years, typically what would that average out at?
- W If I could say that over the last four years, we have run 59 courses at the academy and statewide.
- 10 CA Is that for new recruits?
- W For new recruits, with a total of approximately 1,500 persons graduating from those courses.
- CA Each of them is of 10 weeks duration, is it not?
- W Correct.
- 20 CA Does that mean that courses sometimes have to overlap?
- W Yes. We may run two or three courses overlapping at the academy at a time. Each of those courses has their own training team.
- CA Does the academy provide training for new recruits from the regions?
- W Yes. We conduct regional training at Lotus Glen Correctional Centre, Townsville Correctional Centre and Capricornia Correctional Centre. For the period of time that training occurs, that training occurs, for want of a better word, under myself at the academy.
- 30 CA So do we take it that trainers, and perhaps even yourself, go to those centres to conduct courses?
- W Yes. The process is that when we commenced regional training, again in different locations, seven or eight years ago, the initial step was that a training officer from the academy would go to that location and work with trainers from that centre. Over a period of time, with the quality of the training teams in each of those locations, they are stand-alone training teams in each of those locations now, with the academy playing a role in quality assuring that training.
- 40 CA You mentioned for training conducted at the academy in Brisbane, it is not actually physically attached to any of the correctional centres?
- W No.
- CA Is that also true of the regions?
- W No. In terms of each one, Lotus Glen, Townsville and Capricornia, they train at a venue attached to the centre or in near proximity of the centre.
- 50 CA Is it a dedicated training area?
- W We utilise training rooms at Lotus Glen and at Townsville. At Capricornia, we utilise a training room on the farm.

- CA Are you able to provide the same level of training service and facility in the regions as the academy located at Brisbane?
- W Yes, I believe so.
- CA Tell me, the recruits - I'll call them that. Is that the correct word?
- W Yes.
- 10 CA The people who survive the vetting process, as it were?
- W Yes.
- CA They become recruits. At what point do they become paid officers of the service?
- W My understanding is from day one of their training.
- 20 CA What is their status? Is that what they are called - recruits?
- W We would call them custodial correctional officer trainees, but they are an employee of Queensland Corrective Services, as I understand, from day one of that training.
- CA Are they on full pay for a base grade of correctional officer?
- W I can't provide the specifics of that. I believe they're on a beginning wage, yes - salary, I should say.
- 30 CA Is there a standard number of participants per training course?
- W No. The numbers will depend upon the workforce planning.
- CA What would be the maximum?
- W In a group, usually the maximum would be 30 recruits.
- CA And the minimum - is there a minimum?
- 40 W In our regional locations, we will train numbers around 11 and 12. We will still run a regional course, because it is actually more cost effective than bringing the people to Brisbane.
- CA The recruit training course is of 10 weeks duration, is it not?
- W Correct.
- CA Why is it 10 weeks and not somewhat more or somewhat less?
- 50 W I would say custom and practice and our interaction with other jurisdictions would evidence that 10 weeks is the course length in Queensland, Western Australia and New South Wales; the Northern Territory, 8 weeks; a couple of the other jurisdictions, 11 and 12. I would suggest that the 10 weeks has been arrived at over a number of years through the member organisations of the national Corrections Industry Advisory Committee, that being a length of time to satisfy the initial

training.

CA Could you tell us about the functioning of that advisory committee that you mentioned?

10 W Certainly. It's referred to as the Corrections Industry Advisory Committee. It comprises representatives of all state correctional jurisdictions and the Northern Territory and the ACT; together with three private companies - GEO, 4GS and Serco; representatives of the probation and parole national organisation; and the unions. The role of that group is to inform the development of the national corrections training package, being the package from which we in Queensland draw our Cert III, IV and diploma specific corrections programs.

CA But not recruit training? You mentioned Certificate III. I understood that to be a separate stage of development.

20 W Much of the recruit training content is underlying, underpinning knowledge for the Certificate III.

CA I'm sorry, I am not sure I understand that.

W Sorry. The Certificate III has a number of competencies. Those competencies each have underlying knowledge associated with them. A volume of that is developed during the recruit training.

CA So does the work of the advisory committee inform the content of the 10-week recruit training program?

30 W In certain areas, but more in terms of sharing of resources, sharing of approaches to the content of the recruit training.

CA As for the recruit training and its curriculum, have you, in the past, undertaken comparisons of what is offered in Queensland with that which is in effect in other jurisdictions, other states?

40 W In specific areas, yes. Areas such as officer safety, situational skills, cultural understanding, mental health awareness, control and restraint, firearms, those types of areas we have had discussions at our CIAC meetings as well as general inquiries amongst ourselves.

CA Is there some reason a comparison would be confined, if that is the right word, to those areas and not applicable to the whole curriculum that is offered?

W I chose those examples of where we have had discussions.

CA Yes.

50 W Certainly there are discussions about the length, but I would suggest that a common point of discussion that arises is the Certificate III and the transferability of that Certificate III when officers may choose to leave Queensland, for example, and seek employment in New South Wales.

CA Is there that transferability prior to completion of Certificate III, or are they not regarded as fully trained until then?

W They are not regarded as holding the Certificate III. Virtually every jurisdiction in Australia requires their officers to complete the Certificate III. So an officer could leave a jurisdiction certainly prior to completing the Certificate III and apply to become a correctional officer in another jurisdiction and have to go through that jurisdiction's recruitment process. They would also have to go through that jurisdiction's recruitment process even if they have a Certificate III. However, having the Certificate III would determine what areas they may or may not still have to complete in that location.

10

CA Is the work of the advisory committee, at least in part, to achieve transferability of correctional officers across jurisdictions?

W I would suggest not, in the sense that each jurisdiction will choose from where there can be electives chosen the Certificate III competencies that are best placed for their jurisdiction. We must all recognise, as registered training organisations, the Certificate III from another jurisdiction, but we all have the right then to examine the competencies achieved.

20

CA Of the potentially 30 participants in a course, what would be the ratio of trainer to trainee?

W We would assign two trainers to a group. Two trainers would be assigned to a group, generally speaking, from 14 upwards. If we had a training cohort of 10 to 15 officers, generally speaking, there would be the course coordinator and one core training officer, but our recruit program also brings in a number of other trainers or presenters of sessions in that program.

30

CA If we could go to the program, we have selected a timetable as a discussion point. Can I show you that, and it might facilitate our discussion.

W Yes. Thank you.

CA Is that a copy of a timetable for a program intended for April to June of this year?

40

W Correct.

CA I tender that training timetable.

PO Exhibit 63.

ADMITTED AND MARKED EXHIBIT 63

CA I don't think I tendered the attendance notice, I am told.

50

PO Exhibit 62, thank you, Mr RICE.

ADMITTED AND MARKED EXHIBIT 62

CA For how long has what is represented in this timetable been the curriculum that's offered? Has it been in place for some time?

- W The essential aspects of the curriculum certainly would have been, in that essentially it's covering safety and security and offender management. So the core components would have been in there for a number of years, but there have been developments within the content over a period of time.
- CA You have a long perspective on this, having been in charge, as it were, since 2006?
- 10 W Yes.
- CA What developments in training have you seen over the years?
- W I would put forward that developments have occurred in areas such as officer communication and officer safety. Some of those developments would include the resources we use. Other areas would be specific curriculum content, such as the Aboriginal and Torres Strait Islander cultural awareness has been reviewed and updated during that time. We have included sessions on domestic violence. The work around mental illness, working with complex behaviours, was introduced in 2011. It was reviewed again in 2015.
- 20 Those are areas that have been reviewed, so there has been development. There has been improved use of resources for officers around communication skills, situational awareness.
- CA Is that verbal communication?
- W Correct. The materials that support this program, the core books, the information contained in those, with strategies for officers around communication, de-escalation, recognising signs of anger, have been updated.
- 30 In the last two years, in actual fact coming into place last year, we developed a series of situational awareness videos, a number of scenarios which showed an approach in the first instance that could cause a risk to the safety of officers and prisoners or escalate a situation. The same scenario was then shown again showing strategies that could potentially de-escalate a situation.
- 40 CA There is quite a wide number of topics dealt with in the training program, if I may say.
- W Yes, yes.
- CA Is the relevance and sufficiency of those topics something which is kept under review?
- W It is. Some of the topics will be introduced as the need exists, where there is a need for our trainees to be aware, I think appropriately so. Three years ago, there would not have been a session in there on domestic violence. Now there is a session on domestic violence.
- 50 CA I am sorry to interrupt you. Does that come at the expense of something else? Do you prioritise, for example?
- W When I first was at the academy, the course was still 10 weeks, but in

- 10 actual fact, the breakdown of it was three weeks at the academy, one week centre placement, four weeks back at the academy, and two weeks in a correctional centre at the end. That has changed to four weeks at the academy, one week centre placement, four at the academy and one in the centre. So we have gained a week to allow other activities to come in, because an examination of the two weeks at the end in the correctional centre did not evidence that it was achieving the purpose that it was designed for and that one week in the correctional centre at the end, given recruits had been in the correctional centre also in week 5, satisfied what we were looking for there.
- CA Can you speak generally about the mode of delivery? I presume there is a certain amount of book learning?
- W Correct. The 10 weeks would comprise classroom-based learning, book learning, a number of practical areas of presentation and assessment, and then the week 5 and week 10 placement.
- 20 The majority of that learning at the academy is face to face. The first four weeks would tend to be heavily classroom based, apart from control and restraint training. The second period of time at the academy, following the week 5 centre placement, would see, again, information sessions, together with practical sessions around firearms and situational skills.
- CA What emphasis is given to building a positive and corruption-resistant culture within QCS?
- 30 W Sir, I think there is a strong emphasis, if I could examine even the beginnings of a recruit training course. An officer in their first two weeks as the academy will undertake sessions delivered by our Ethical Standards Branch on workplace behaviours, on ethics. They will undertake the online courses in right to information, privacy, ethics. They undertake professional boundaries training. They are taken through their limitations, their delegations as a correctional officer, and they will also undertake their IOMS training. Each of those, I guess, is also linked to, for want of a better word, affirmations that they sign regarding their behaviour and expectations in QCS.
- 40 CA Is that before they start?
- W No. This is during their first two weeks. But before they start, as part of the recruitment process, they sign a document that provides detail on their assessment requirements during the recruit training course. That includes behavioural aspects. They sign, when they accept, a letter of offer to come on to the course. The letter provided through the shared services agency highlights the need to be assessed across the recruit course, and if that assessment is not forthcoming, their position on the recruit course can be terminated.
- 50 Within the first two weeks, there is a strong focus on those aspects of expectations of QCS and the expectations on ourselves at the academy and the trainers to be role models of those.
- CA Perhaps by opening it up and looking at the program, you can direct us specifically to the areas that you are referring to?

- W Yes.
- CA Which ones, for example?
- W If I could refer to the custodial operational program 3 April to 8 June, week 1, Wednesday, the 4th, and an area such as professional boundaries.
- CA What is the content of that, then?
- 10 W The professional boundaries is looking at the behaviours expected of a custodial correctional officer. It is alerting them to manipulative behaviours that some prisoners could demonstrate towards them. It's drawing their attention to what we would refer to as boundary violations. It's drawing their attention to studies from the United States that indicate a number of behaviours that could show the officer is at risk of being corrupted or crossing a boundary, or a fellow officer could be at risk.
- 20 Linked in to that, all of our recruits are taken through and watch a video that was produced in New South Wales, through the New South Wales Corrections, and based on cases of their officers. The video is a fine line. It specifically relates to a newly appointed correctional officer, who, over a period of time, is subject to manipulation by a prisoner, resulting in him bringing a mobile phone and steroids into a correctional centre and then facing charges for that.
- CA Are there, for example, case studies to illustrate how this can play out in a workplace environment?
- 30 W Yes.
- CA A video, I think you mentioned?
- W The video is there. One of those videos that we show to the recruits is a custodial one. There is also a probation and parole version of that.
- CA Without denying the value of that exercise, one notices that this is in week 1, and from the looks of it, there are about three hours or so spent on that.
- 40 W Correct.
- CA Is that sufficient to equip a new recruit with the wherewithal to resist manipulation on site, as it were?
- W Certainly not. The three hours is awareness raising, but the concepts and content are reinforced throughout the course. We have, later on in the course, a number of situational skills, a number of scenarios. When areas such as QCS networking is undertaken, there is referencing again in those areas through our code of conduct and expectations.
- 50 CA Insofar as there are practical exercises a little bit later, they might deal with examples of susceptibilities?
- W Correct, yes.
- CA Manipulation, and that kind of thing?

- W Yes.
- CA The morning of that day, or much of it, is taken up with a code of conduct. What kind of training is involved?
- W My understanding, that is a session delivered - we have called it "code of conduct" on the program. That is a session delivered by the Ethical Standards Branch.
- 10 CA You are a very senior officer yourself, but do outside senior officers come and give their perspective, for example, on the culture of QCS?
- W Sorry, sir, on the culture of QCS or on our training?
- CA Whether it is part of training is what I was really getting at. It is well and good to have awareness and knowledge, but the Commissioner, for example, spoke of building a top-tier organisation and needing to bring the staff with him on that journey. May we take it that training is an integral part of what the Commissioner wants?
- 20 W Yes.
- CA I am really looking to get your input into how the Commissioner is going to get what he wants from your training program.
- W I think the training program, especially with it being for custodial officers, being their first point of contact with the agency for a 10-week period of time, there is a responsibility on us at the academy and the training team to, as I mentioned before, model the behaviours expected in QCS and to provide examples of those.
- 30 In terms, sir, of feedback to us, whilst I could not table here written feedback, there is constant feedback and contact through general managers and other staff regarding, on occasions, their assessment of the performance of the recruits once they take up duty.
- CA That is to say, how suitably they have been trained to fit into the workplace?
- 40 W Yes, and any behaviours that may be emerging that they feel could be addressed back in the training. We conduct an annual - which we are required to do as a registered training organisation, but we also conduct an annual survey, involving the general managers recently, of their satisfaction with the effectiveness of the training.
- CA What was the upshot of that?
- W Interesting enough, for 2017, in the categories that are listed, which are set categories that we must seek feedback on, our general managers actually rated the effectiveness of Cert III at 90 per cent and above in the categories.
- 50 CA When you refer to Cert III, are we incorporating this same exercise?
- W Yes, yes, because-

- CA Is it a component of Cert III?
- W Correct, correct, in the sense that the recruit program leads into the officer taking up duty but also is providing some underlying knowledge for the Certificate III, and I think the general managers are very appropriate to make that assessment because they would be making the assessment I would put forward of the officers over a period of time carrying out their duties in their centres.
- 10 CA Looking at week 2, one of the early things that several sessions are devoted to is IOMS.
- W Yes.
- CA There are probably six sessions in the first couple of days of that week. IOMS is a necessary tool for a range of custodial officer functions, is it not?
- 20 W Yes.
- CA To what extent does that training incorporate integrity-related issues, such as appropriate use of data and non-disclosure of data?
- W Whilst that training is delivered by our IOMS trainers from operational support services, I have sighted the user agreement that has been introduced through that training team for the recruits to sign, and that certainly outlines the responsibilities of those persons accessing IOMS, what can be accessed, what can't, and their acknowledgement of that.
- 30 CA It does appear on that form.
- W Yes.
- CA Do the trainees get some training to flesh out what their obligations may be, as referred to on that form, or are they simply left to read it for themselves?
- 40 W No, I would suggest that the form is a documented piece of evidence, for want of a better word, of the content of the training and that the areas covered on that form are covered in the face-to-face training.
- CA With respect to professional boundaries, you mentioned there was both a dedicated session and reinforcement by way of situation examination later in the course.
- W Yes.
- 50 CA Does that apply also to integrity-related matters pertaining to IOMS?
- W My understanding is yes. There is a further session on QCS networking. Officers, during the recruit program, have to prepare reports, case notes. There is reference to their responsibilities with IOMS in those activities as well.
- CA In week 2, I notice on the Thursday there is a session on intelligence. Do

you see that?

W Yes.

CA It has a "(2)" afterwards. What does that convey?

W I cannot answer that.

10 CA As I look through this program, that is the only session I could see on intelligence. Do I read it correctly?

W In terms of it being presented by the Queensland Corrective Services Intelligence Group, yes.

CA Is there a session on intelligence in any other form?

20 W Not a specific session, I would understand. And I know I am repeating myself, but there is reference to a number of these areas throughout the program.

CA Intelligence is a fairly large and important subject on its own, is it not?

W Yes.

CA It involves the use of information notes?

W Yes.

30 CA Objectives in gathering intelligence, methods, management of human sources, and so forth?

W Yes.

CA Can that be reduced to an hour?

W I wouldn't suggest that this particular session is primarily on the role of QCSIG and a reference to intel officers in the centres.

40 CA At what point do trainees learn what is expected of them in terms of gathering and reporting intelligence?

W In response to the question, I would say, again, there are various sessions in the training, such as searching, such as reporting, such as case noting, where that activity by itself and what must occur with it would allow that to be covered.

50 CA There is the best part of a full day spent in week 3 on cross-cultural understanding and, at the end of it, by the looks, some assessment on cross-cultural understanding. Do you see that on the Friday?

W Yes. Yes, thank you.

CA Can you give us some overview of the content of that day's work on cross-cultural understanding?

W The cross-cultural understanding package was developed or updated

approximately six years ago now. That was updated involving a number of Aboriginal and Torres Strait Islander staff from within QCS coming together to look at the content of that package.

Essentially, the package would cover QCS policies and procedures. It would cover cross-cultural communication and also historical impacts upon Aboriginal and Torres Strait Islander people and previous policies towards those people. That is also delivered in addition, within that, to areas such as the rural deaths in custody reports.

10

In the delivery of that, that is delivered by - at the current time, persons from within our Aboriginal and Torres Strait Islander unit, being the Murrighagun Cultural Centre, deliver that training, together with correctional officers in terms of some of the day-to-day activities. The assessment at the end relates to the content covered during that training, so it is predominantly on Aboriginal and Torres Strait Islander cultural awareness.

20

CA Does it extend to the practicalities of management of ATSI prisoners?

W Yes. Yes, there are aspects of that covered, as well as the role of cultural liaison officers and cultural development officers. There are specific references within the managing complex behaviours, the mental awareness training, that relate to Aboriginal and Torres Strait Islander prisoners.

CA Is that a reference perhaps to week 6? There is a day, being Thursday, spent on working effectively with challenging behaviour.

30

W Yes.

CA Do you see that?

W I am just flicking the pages over, my apologies, being back-to-back.

CA The week number is in the top-left corner.

W I am aware of the training.

40

CA Given that a day is spent on that, what categories of challenging behaviour are incorporated?

W If I may, in 2010-11, as a result of issues raised from within correctional centres regarding increasing training for officers in working with prisoners with mental health issues, an initial package was developed involving the academy, Prison Mental Health Services and appropriate staff from within offender rehab and management services. That package was delivered to all recruit groups and then became an organisational training priority for all CCOs for a period of two years.

50

In 2015 the package was reviewed due to a need to integrate awareness of cognitive impairment with the content of the existing mental illness training package.

The package now comprises five modules: mental health issues in a correctional setting, a correctional centre; cognitive impairment;

personality disorders; managing persons who may fall into those categories, who have those particular circumstances impacting upon their lives; and also an aspect on officer debrief, officer self-reflection, self-awareness.

10 The aim of the package is not to, for want of a better word, equip correctional officers to be able to diagnose and treat. The aim of the package is to provide officers an awareness of those areas so that in carrying out their duties, what is it that I might observe, how might I be able to respond to that, who might I be able to contact for further advice/assistance? Those predominantly within the recruit program are delivered in a partnership with Prison Mental Health and staff who have been trained in QCS to deliver that package, which, generally speaking, are our psychologists.

CA The package you spoke of, I think you said, was introduced in 2011?

W Correct.

20 CA Was it responsive to a recognition of perhaps greater numbers of persons suffering in that way coming into the correctional setting?

W I think that would have added to the need for the package, but the original, I guess, raising or highlighting the need for the package actually stemmed from Capricornia Correctional Centre staff and internal activities they were doing and just raising, "This is a need", a need that was quickly affirmed, relevant to all centres.

30 CA How was that captured from Capricornia?

W I believe at the time, there was a process called Building Better Workplaces.

CA That they implemented at that centre?

W I would understand a number of locations undertook that process, but I couldn't provide specific detail on it.

40 CA At any rate, it filtered up to your training area?

W Certainly, it was directed to us as a training need.

CA So it was something that was identified, and you picked it up and there was some development?

W Yes, correct.

CA To arrive at the package you have spoken about?

50 W Yes, with the engagement of those other parties who have the knowledge and skills that we do not have in that area.

CA I suppose the instances of challenging behaviour are infinite. Only a certain amount can be achieved in a day's training?

W Correct.

- CA What would be the focus, as you would sum it up?
- W I believe the focus would be for a correctional officer to be aware that potentially certain behaviours being exhibited by a prisoner do not necessarily imply lack of compliance or upfront lack of compliance, that there may be a need to provide instructions and to consider the way those instructions are provided, just to raise the level of awareness that the person who is acting in that way or potentially not responding in that way may not simply be doing so because they are being defiant or noncompliant.
- 10 CA Perhaps it is a related subject, but the previous day there are a couple of sessions on situational skills.
- W Yes.
- CA What are those skills that are taught?
- 20 W The situational skills will relate across the program to a variety of areas. Some may be situational skills in responding to a prisoner who is noncompliant, situational skills in responding to a prisoner who has self-harmed, situational skills in responding to a prisoner who is showing signs of distress, as well as a general introduction to behaviours that might indicate elevating escalation on the part of a person.
- CA A little earlier, just going back a bit in the program to week 4, there is the best part of three days spent on control and restraint?
- 30 W Yes.
- CA Is that the physical aspects of effecting restraints?
- W Yes.
- CA Perhaps you could describe how those three days are taken up?
- W The three days would involve an awareness of the officers on when, how, what are their obligations, what are their limitations in the use of force. Control and restraint in this sense is looking at areas such as our control and restraint techniques ranging from joint locks, to open-hand tactics, to pressure-point control. So there is the aspect of the actual application of that use of force in that sense. But there is also what legally - or what are my delegations to be able to use force? How do I make a decision in a situation of whether that is the approach to take?
- 40
- W There is a use of force model, a situational response model, that presents the officer in the middle in terms, then, of communication, assessment. The initial approach always is to try to de-escalate the situation verbally, where that permits. Then there is a range of use of force options. Officers are placed in situations where they have to make an assessment of the situation as to what is appropriate to that situation, what is legally able to be used, what is the level of force appropriate to that situation that should not be exceeded.
- 50
- CA Would that be sourced back to section 143?

- W I believe so, yes.
- CA After four weeks of this training, the recruits go off to a centre, do they?
- W Correct.
- CA What do they do in their fifth week?
- 10 W They will go to the centre. Each recruit, at the beginning of the course, is aware of the centre they have been appointed to, subject to successful completion of the course.
- CA Can they express a preference?
- W That will have been during the recruitment phase.
- CA Do some recruits apply for a particular centre?
- 20 W My understanding would be yes.
- CA Would that be as specific as a centre of the three at Wacol, so someone, for example, has a particular interest in Brisbane Women's or Arthur Gorrie?
- W Our recruits will only be for the state centres.
- CA Yes, you're right.
- 30 W My understanding is that during the recruitment phase, yes, they would be able to express an interest for vacancies. As our HR team works with Manpower doing the recruitment, "This is where vacancies are", and officers could express a desire to go to a centre or they could be assigned to a centre. But I need to say that's my understanding of the process.
- CA Do they have a minder or equivalent for this week of training in a centre?
- W Yes. An officer from that particular centre will be assigned to work with them, and, at the end of that week, a report will come back to the academy, through the staff training coordinator, of how our recruits went, but it is essentially an observation week.
- 40 CA One to one? For example, would a correctional officer be allocated one of these recruits to-
- W Not necessarily, no. And they have with them for the week a workbook of activities to be observed, which they are expected to complete.
- CA A range of things that they are expected to observe?
- 50 W Yes, yes.
- CA There is a similar week at week 10?
- W Correct.

- CA The same scenario?
- W No. During week 10, they would be expected to be more involved in commencing to undertake some duties. But, again, at the end of that week, members of the training team would visit that location and meet with the recruit, usually a HR manager or STC supervisor, and conduct a performance review.
- 10 CA To what extent during the 10-week training course is it made a feature that, almost inevitably, new recruits are going to go into an overstate prison? Would you accept that a prison which is substantially overstate - for example, Brisbane Women's - poses additional pressures on a correctional officer compared to one which is run according to its normal capacity?
- W Without personally being a correctional officer or having worked in that area, I would believe that that would be a sound assessment, yes.
- 20 CA Does that scenario play any part in the 10-week training, that in fact the recruits are going to, almost certainly, go into a prison which is significantly overcrowded?
- W There are, in the one sense, sessions within that 10-week course on, for want of a better word, resilience and stress management. I would suggest that the week 5 and week 10 centre placements will see recruits going into those very same correctional centres.
- CA To observe?
- 30 W To observe in week 5; to participate in week 10. But also our training team at the academy comprises officers who have been at the academy for a number of years, who themselves were very experienced officers. But we also bring in staff from correctional centres as trainers on our recruit programs, who are able to provide the current environment and challenges and successes facing officers in the centres.
- CA There is no doubt a form of assessment that attends this program?
- 40 W Certainly. Quite rigorous.
- CA Is there any weeding out - or vetting, perhaps is a better word, of persons who, although they may be passing their assessments, may, in a sense, be adjudged really unsuitable in temperament for the work of a correctional officer?
- W That has occurred on occasions. Without specifying specific individuals, that has occurred this year.
- 50 CA Do we take it, then, that that is something that one of the trainers is on the lookout for?
- W I would suggest it's something all trainers are on the lookout for.
- CA Is the training and assessment completed by the end of week 10?
- W In terms of the requirements of the recruit course, yes.

- CA Let's assume that a recruit is successful in the recruit course. What happens in week 11?
- W In week 11, the recruit will then move from being under my direction to a staff member of a correctional centre and would be assigned, then, their rostered position and duties through the correctional centre.
- CA It may be stepping outside your area. If so, you can tell me.
- 10 W Yes.
- CA Do recruits who have just completed their 10 weeks, let's say in the 11th or 12th week, go into a centre on the same roster, with the same duties, as more experienced officers?
- W I would need to refer that question to each correctional centre, but-
- CA It may be different, might it, across centres?
- 20 W It could be, where they're placed on the roster. However, they are regarded as custodial correctional officers who can begin assuming their duties.
- CA They are very green ones, though, are they not?
- W Oh, they are very new, yes. I would suggest, however, that the position is not greatly different to many other occupations. What I mean by that is in the sense that a beginning teacher will have done university and training; they will have done some prac work during their university; but day one, they are assigned a class.
- 30 CA Yes. Do you know whether there is any service-wide system of mentoring or progressive introduction to the rigours of being a fully-fledged correctional officer?
- W I am not aware of a service-wide system of mentoring at this time.
- CA Do you know if there is anything like that on a centre-by-centre basis as determined by the general manager?
- 40 W No. I would be answering that question very generally, but I know it is certainly an area of focus and has been an area of discussion.
- CA Is it an area of risk in terms, perhaps, of vulnerability of new recruits to manipulation by prisoners? Is it seen as a particular area of risk?
- W I would believe there would be certainly an open acknowledgement that the recruit is out of the 10-week training program. They are beginning their career in an environment that a number of them, not all, will be new to. I would suggest that there would be an appreciation at the centre level, and through supervisors and other experienced staff, to monitor those people for - whilst potential risks, whether that be risks of corruption or risks of uncertainty in the performance of some aspects of their duties, gaining confidence in the performance of those.
- 50

- CA You have mentioned a number of times completion of the Cert III. That is to take place over the ensuing 10 months; am I right?
- W Correct. Over the ensuing nine months, yes.
- CA We have a workplace record. We can go to that to look at, if we need to. Correct me if I'm wrong: completion of that is task based?
- W Correct, yes, actual task based. Actual - yes.
- 10 CA I think there are 17; does that sound right?
- W Correct, 17 competencies.
- CA What is the content of the work that has to be done to satisfy all of those competencies to achieve the certificate?
- W The competencies are competencies that relate to the officer's performance of their duties, their tasks. In doing so, they are competencies linked to the national Certificate III. So an officer in undertaking their work, the tasks associated with their work - those competencies help focus that work across the nine months. They provide evidences of those. I think we will find that most of those competencies will require an officer to provide three pieces of evidence of having engaged in that task relevant to their role.
- 20
- W Yes, it's not a go home and study and answer questions from a book. It is really, in the performance of my duties, these are tasks associated with my duties that I am required to demonstrate evidence of having been involved in, having undertaken them.
- 30 CA I might take you to this workplace assessment record. It at least contains a list of the tasks, and it might give some more focus to a few questions.
- W Yes.
- CA Do you recognise that as a workplace assessment record?
- W Yes.
- 40 CA For use by officers in their first year looking to complete the Cert III?
- W Correct.
- CA I tender that, Commissioner.
- PO Exhibit 64.
- ADMITTED AND MARKED EXHIBIT 64
- 50 CA Page 6, I think, lists all 17 tasks?
- W That's correct.
- CA Taking one at random, task 6, for example, refers to managing conflict. Do you see that on the list? Page 6, item number 6. I hope yours is the

same as mine.

W Sir, can I just ask if we are - yes. Sorry, yes, I'm with you.

CA Page 6 lists the 17 competencies that you refer to; is that so?

W No, sorry, page 5 lists competencies.

CA Yes, I see.

10

W They are the competencies drawn from the national training package. The page following, sir, has the two key areas of the tasks - offender management, and safety and security.

CA Understood. I misled you there.

W Yes.

20

CA Taking one at random, perhaps you will illustrate what this educational system requires. Item 7 is "Communicate effectively". It is a very broad concept. How would one demonstrate the necessary competence and provide evidence of it?

W If I may, I just need to go to that specific task.

CA I see. The balance of the book gives some further guidance, does it?

30

W Detail, yes. I'm sorry, I just can't locate that particular task at the moment, but for each of the tasks to be completed, there are a number of observation checklists, indicators that indicate completion of that task, together with evidences to be presented by the officer to demonstrate their involvement.

CA Some form of proof?

40

W Correct. That then is a sequential process from the officer gathering those and presenting them to a person we refer to as a workplace content expert, which will be another staff member at the centre. Those persons, to date, have all undertaken a number of units from the national package on the Certificate IV in assessment and training. The role of the content expert is to examine the evidences that the officer has put forward and sign those off as meeting the requirement for that particular task.

CA Could that be the person's correctional supervisor?

50

W It could be. But at the end of those two main areas in the Certificate III, offender management and safety and security, as well as the officer demonstrating their evidences, their activities across the range of tasks, each of those two areas has a third party report, which must be signed off by a supervisor, attesting to some related areas of performance. The workplace content expert and the third party supervisor sign-off cannot be one and the same person.

CA Has this list of tasks or competencies been the subject of review? Is it a dynamic thing?

- W It is dynamic, but I would have to say that the major developments - the training packages have not changed greatly over a number of iterations through the Corrections Industry Advisory Committee. Some of the tasks required and the evidences required, yes, have developed, but I would say that the major piece of work has been put into the development of documentation such as this and the process associated with it, to assist officers in understanding what's required to complete their Certificate III and the levels of validation required.
- 10 CA So the satisfaction of these competencies is done in their workplace; correct?
- W Correct.
- CA Essentially, to the satisfaction of the - I forget the term, the content supervisor?
- W The workplace content expert, in a sense, validates that the evidences, the documentations, meet the requirements of that task.
- 20 CA Does the academy have any residual role in oversighting this?
- W Oh, certainly. If I may, the first step is that the officer submits their materials to the workplace content expert. That then comes to the staff training coordinator in each centre to, again, validate that assessment. So, in a sense, two persons are involved. That is added to then by a supervisor providing the third party report to the two major sections, safety and security and offender management. When that is completed, it comes to the academy, where an academy staff member has the role of lead assessor, which essentially is the final validator of the materials.
- 30 CA By the time it has filtered up, such a person would be presented with sign-offs as to the competency by the content expert and perhaps the person's supervisor and such evidence as has been forwarded?
- W Yes.
- CA Does that enable any qualitative assessment to be undertaken, or is it just a matter of checking that the required proofs are in fact in evidence?
- 40 W I would suggest that there is a degree of qualitative checking because of the nature of some of the tasks required.
- CA Can you give an example?
- W Well, there will be ones in here. Working with vulnerable offenders. I believe there are ones on working with Aboriginal and Torres Strait Islander offenders. Not all of the tasks are quantitative, in that I need you to present three reports on - this isn't a very good example, but three reports on conducting a head count. There are tasks in there in terms of conducting interviews, communicating effectively.
- 50 CA To take that example, task number 3, protecting the safety and welfare of vulnerable offenders, would you expect there to be some descriptive content and proof of the officer's involvement, which can be reviewed?

- W My initial response would be yes, but I would need to examine more the specifics of that particular task requirement.
- CA That is all I wanted to ask you about that. Now I will take you to a different stage, which is ongoing assessment of competencies.
- W Yes.
- 10 CA There are certain competencies in relation to which refresher training is required?
- W Yes.
- CA Not only required; it is mandatory?
- W Yes.
- 20 CA Could I show you this list, which has a range of competency assessments shown on it.
- W Thank you.
- CA Is that a list of the competencies in relation to which mandatory training applies?
- W Yes.
- CA I tender that list, Commissioner.
- 30 PO Exhibit 65.
- ADMITTED AND MARKED EXHIBIT 65
- CA Do we take it that all of the subject areas noted in the first column must be completed at least at the frequency shown in the third column?
- W Yes, as per the centre column, defining who.
- 40 CA Yes, I understand. For example, all custodial officers need control and restraint refresher training every 12 months?
- W This particular appendix has been updated and is to be published shortly. The control and restraint training was amended in 2017 - sorry, my apologies. I'm ahead of myself. That's correct, every 12 months. It used to be once every three years, and it was amended to the 12 months.
- 50 CA And I think there is a supplementary annexure, which I haven't shown you, in relation to that that indicates that there should be four hours required for accreditation against that competency. Does that sound correct?
- W Correct. That sounds correct. The previous approach to the control and restraint training was eight hours but only once every three years.
- CA How do these particular matters come to be regarded as the competencies for which training is mandatory on a refresher basis?

- W I would believe that these have been in place for a number of years and would reflect priorities at the time of this group being put together. My understanding from my years with Queensland Corrective Services and attending the national meetings is that Queensland Corrective Services would be a jurisdiction that has the most comprehensive list of refresher training and that a number of jurisdictions would have very limited refresher training in a number of these areas, if any, but it would be historical that this had been the group decided upon.
- 10 CA Is there a case for refresher training, for example, on professional boundaries?
- W I believe there is certainly a case as we move forward to examine our correctional practice competency areas as to what could be areas to take forward into the future, yes.
- CA This regime doesn't impose any requirement for refresher training, at any stage, on professional boundaries, does it?
- 20 W Not this regime, no.
- CA Nor does it contain any refresher training on integrity-related issues concerning use of information on IOMS?
- W No.
- CA There is no training on intelligence awareness and intelligence techniques, is there?
- 30 W Not in that group, no.
- CA Nor of management of human sources?
- W Not in that group, no.
- CA You wouldn't underestimate the importance of those things, would you?
- W No, and I think there is an opportunity for us to examine our refresher training list into the future.
- 40 CA There is no requirement to undertake training in the management of impaired persons through the kind of mental health that you mentioned earlier?
- W No, except within the suicide prevention awareness training.
- CA That is not a recurring thing - I'm corrected. There is a session on suicide prevention and awareness, you are quite right.
- 50 W Yes. And also-
- CA And - I'm sorry to interrupt you.
- W My apologies.

- CA May I ask you to confirm, if you can, that what is required in relation to that is a two-hour session?
- W At this time, yes.
- CA Every three years?
- W Correct.
- 10 CA Likewise, cultural awareness, insofar as that is a mandatory requirement, involves a two-hour session of accreditation every three years?
- W Correct.
- CA There is no training, is there, on a mandatory basis for what might be called compassion fatigue or resilience, mental wellbeing and the like?
- W No.
- 20 CA Would there be a case for that in the current environment, where officers are conducting their duties in overstate prisons, by and large?
- W I think there is a case for any training that supports officers' wellbeing.
- CA Is there any training on those matters that I have listed, any training offered?
- W I'm sorry, there were packages developed centrally on resilience training for staff.
- 30 CA How would such a package be available to a staff member, do you know?
- W I need to put it in this context. The approach that could occur is that in addition to the correctional practice competency assessment areas, we have had, on occasions, organisational training priorities decided upon. Those have included areas such as professional boundaries, the safety of vulnerable offenders, positional asphyxia, officer safety. The approach that was taken in those instances was that following the development of a package, centres were invited to nominate officers who would be trainers. They undertook a train the trainer program in those areas, and then that training was delivered over an established period of time back in the correctional centre. That approach could be adopted for refresher training with a view to reviewing the refresher training current list.
- 40 CA Just so we are not at cross-purposes, by "refresher training" I am really referring to any supplementary training post completion of COEP.
- W Yes.
- 50 CA Just so I am clear - I haven't misunderstood you. Are there some training modules that are available, even if not required to be undertaken, in the kinds of areas that I have spoken about?
- W At the moment, I would believe there is ability for that to occur with resilience training. There is the ability for that to occur with the working

with complex behaviours, mental illness training. And within the next three weeks, there is scheduled a train the trainer program for staff to deliver the working with complex behaviours training package.

CA Participation is not mandatory, I take it, because only certain competencies involve mandatory refresher training?

W At the moment, correct.

10 CA Is the opportunity to take up any additional modules of training left to the professionalism or the level of interest of the individual officer?

W I guess I'm just thinking through. What we need is the training package to accompany those areas of identified need. Where that can be developed, there is an opportunity then, provided persons are trained to deliver that training, that that could be done at a nominated level or it could be looked to be introduced to be similar to the current CPCA refresher training.

20 There is certainly, I believe, a desire - for example, we introduced last year - we had officers accredited to deliver the Aboriginal mental health first-aid training package. Not a package we developed. A national package. That was introduced in August, with the academy putting on our training calendar a number of courses, locally and regionally. Since that time, over 200 staff have attended those training sessions.

CA Do you know whether each individual centre in its autonomous operation has a different approach to the scope of training that goes beyond the compulsory core competency trainings?

30

W I would understand that certainly centres outside of the scope of the mandated training have an opportunity to determine training needs that could be relevant to their situation.

CA Is the Capricornia example one?

W I guess the Capricornia example is one of an identified training need.

CA Which became service wide?

40

W Correct.

CA That's how it evolved, isn't it, from what I understand you said?

W Correct, yes.

CA Is there scope, then, to develop more extensive refresher training on a range of subjects, such as the list that I gave you - IOMS, professional boundaries, resilience, mental health, and so forth?

50

W I would assess there is scope to develop that training. I would state from my observation that we would need to, then, examine the current range of refresher training delivered, and do those still remain; do we add to; does something have to come out; and what are our limitations on the mode of that delivery of that training package?

- CA Do you have enough trainers, for example; is that the kind of thing you are thinking of?
- W I would suggest that correctional centres have always been extremely supportive of the introduction of the new training products, and we have had no issue with centres providing persons to be trained.
- 10 An area that we need development in, which is being examined, is e-learning, online learning, learning management systems. Our mode currently is predominantly face-to-face training.
- CA There is such a thing as the Custodial Operations Training Handbook. Are you familiar with that?
- W Yes.
- CA I would just like to understand its significance, so can I show it to you first?
- 20 W Certainly.
- CA Is that a copy of the Custodial Operations Training Handbook 2015-2019?
- W Yes.
- CA I tender that.
- PO Exhibit 66.
- 30 ADMITTED AND MARKED EXHIBIT 66
- CA Looking at the introduction to that on page 3 - and I will just ask you to explain it a little more, if you wouldn't mind - it identifies that this particular manual has been developed to assist correctional centres and stakeholders with a coordinated approach to delivery, monitoring and quality control of centre-based training and assessment. Could you explain your understanding of that?
- 40 W Whilst the handbook is 2015-2019, the handbook was developed in 2008-2009 to assist with processes regarding training delivery, training reporting, training construction. It essentially was looking at - here is a process that will assist with centres planning their training and with the agency gaining an understanding of the extent of the delivery of that training and the areas that the training is further occurring in.
- CA On page 4, we see a flowchart.
- W Yes.
- 50 CA Does this pertain to the delivery of the core competency training or something else?
- W It essentially is endeavouring to capture mandated overall training and other training that could be determined at a local level to be delivered. So your question, does it capture the mandated training? Yes, it does, in terms of, if we were to go down the second box, where we have the

organisational training priorities CPCA topic, the CPCA topic is referring to the previous discussion.

CA Is there planning, then, for training additional to that?

10 W There is planning in terms that staff training coordinators in a centre will devise an annual training plan to look at when their officers are due to undertake their mandated training, their refresher training and the scheduling of that training. I would understand that there are also training needs analyses undertaken in centres to help determine what could be some local training areas across a year. The organisational training priorities refer to those which have been determined centrally as training to occur for a specific period of time.

CA In the box below the organisational training priorities, we see a box headed "Local annual training strategy".

W Yes.

20 CA It incorporates the CPCA topics, organisation-wide priorities and also local training priorities?

W Yes.

CA What would the third of those typically consist of, do you know?

30 W I couldn't speak in specifics of them, but I would - and I must say, this is my interpretation. A local training priority could well be that a centre determined that they wished to do some training in team building, so they could access a provider to deliver that training in team building.

CA What about something as specific as - let's say hypothetically an incident occurred at a centre involving misuse of data, misuse of IOMS data.

W Yes.

CA Could a centre determine that what we really need is refresher training on the integrity of use of personal information and could that be part of the local training priority?

40 W I would assess an answer to that would be yes. Again, from my involvement with general managers over the years, I would suggest that if there was such a situation of that, with the discussions that occur, that could also then be raised, as was the mental illness training when that originated, in the sense that there could be a desire of other centres also to undertake such local training.

50 CA Do we take it that the initiative for that is left to the local correctional centre and it may or may not then translate into something of wider application?

W I would consider that could be one aspect of that arising, but another aspect to that arising could be from incident reports, it could be from Chief Inspector's reports, Ombudsman's reports.

CA How would that translate into training?

- W If I could refer to a specific program that occurs now across all centres, it's called custodial awareness training. It is training for QCS employees who do not come through recruit training but take up positions within a correctional centre, or for service delivery, persons providing services to centres, such as chaplains, maintenance workers, persons from organisations such as Sisters Inside, the Ombudsman's office.
- 10 The originator of that training, as I understand it, was an incident that occurred involving a provider of services to a correctional centre, who raised issues with circumstances they were involved with, and a recommendation was then that a training package should be developed and applied across QCS. The result was that that training package was prepared and is currently widely in use.
- CA What about the QCS intranet, does it have training modules accessible through it, do you know?
- 20 W I would suggest that apart from some of the IOMS training modules that have been referred to, the use of our intranet for training modules is very limited.
- CA Because it has essentially been face to face, I think you have already told us?
- W Correct. Our online training is predominantly through the Evolve system.
- CA Which is?
- 30 W An online system still hosted by JAG. So our right to information training, privacy awareness training, is online through that system.
- CA In your current capacity, are you a member of the board of management?
- W I am.
- CA In that capacity, do you receive from time to time Chief Inspector's incident reports?
- 40 W I do.
- CA Do you know whether incident reports are used to spawn training?
- W My response would be yes. For me right here and now to present specific examples of that, I'm just having trouble with any coming specifically to mind just at the moment as I work through.
- CA Have you been on the board of management only since 2017, or before?
- 50 W No, prior to that.
- CA Am I correct that the board, or members of the board, such as yourself, do receive inspectors' incident reports for scrutiny?
- W Yes. I'm thinking more of inspection reports of centres.

- CA Healthy prisons, do you think?
- W To an extent, yes.
- CA I suppose I am interested to know whether you or anyone else makes use of some weaknesses that might be identified through the inspectors' reports to identify and deliver training?
- 10 W I would say from my perspective - I can only speak from my perspective at this time - certainly if there are indications that there can be improvements to training, whether that be in, if I can just quote report writing, areas such as communication, engagement with Aboriginal and Torres Strait Islander offenders, prisoners, I would believe that those reports would help inform improvements to that training.
- CA Are they used in that way? You have been around a long time.
- W My answer is yes, but I am wanting to provide a specific example of that.
- 20 CA Yes, okay.
- W I go back to the custodial awareness, which I believe did stem from one of those reports. I believe our improvement to development of cultural awareness training has been influenced by those reports, as has the introduction of having staff accredited to deliver the Aboriginal and Torres Strait Islander mental health first-aid package training, which did not exist prior to last year.
- 30 PO Mr BUTLER, one of the reports that was tendered here by the Chief Inspector, Exhibit 55, was into an incident at Arthur Gorrie Correctional Centre in August 2016. The report noted that elements within Arthur Gorrie Correctional Centre have a poor understanding of the legislation, policy and procedure surrounding use of force. Would that be the sort of comment in a report that might trigger a training response to provide some training to increase that level of awareness and understanding of the legislation, policies and procedures?
- W I would suggest it could, yes.
- 40 PO I don't expect you to remember particular instances, but do you think there have been instances where you have seen comments in reports that have triggered a response by you at the academy?
- W If I could answer in response to use of force training, particularly in response to referrals of incidents and an analysis of the use of force techniques being used, a response to that was that, last year, again to complement the move to annual use of force training, we developed 45 individual videos on use of force techniques both as an aid to the annual training, as an activity that didn't exist before for officers themselves to look at those techniques in that format, but also in response to incidents regarding possible excessive use of force, that these would also be items that could assess an analysis of those incidents.
- 50 PO Thank you. Mr RICE?
- CA Just to try to be clear on your span of responsibility, you have been the

executive director of the academy?

W Yes.

CA And responsible for delivery of training, and that incorporates the Cert III training?

W Yes.

10 CA Those 17 competencies that we discussed fall within your purview?

W Yes, within that qualification, yes.

CA We have spoken of training more broadly. To be fair to you, I want to understand whether - your role is focused towards the services of the academy and the training of new recruits which it affords. Do you have any wider actual responsibility for identifying and implementing training needs for Queensland Corrective Services?

20 W If I may give a quick summary?

CA Yes.

W Within the academy, we have the areas of custodial training, probation and parole training, dog squad training and some management and leadership courses.

30 Within the custodial sphere, the recruit training, the Certificate III, the accreditation of trainers to deliver and the training product associated with the refresher training, the delivery of the Certificate IV in correctional practice, which officers may do through one of two ways. They may do it through basically workplace based, such as the Certificate III, or they may do what was introduced last year, the aspiring supervisors program, as it is now a requirement of all supervisors that they must hold the Certificate IV in correctional practice. A person applying to be a supervisor must hold a Certificate IV. So that program was introduced. And then if there are specific training needs for custodial to be developed, often it will be ourselves involved in the development of validation of that product.

40 In terms of dog squad training, all officers in Queensland public correctional centres and the two private correctional centres - all dog handlers are trained through our training unit at the academy, which also has trained all South Australian correctional officers.

50 In terms of management and leadership programs, we deliver a supervisors development program, which is non-accredited in the sense of a national qualification. We developed an early manager development program, which involves some contact weeks at the academy. Completion of the materials will result in the Diploma of Correctional Administration being awarded.

Officers may also do the Diploma of Correctional Administration through essentially a distance ed version. Of possible interest is that that program incorporates case studies on the death in custody of a gentleman in Western Australia, the death of Carl Williams in the Victorian system, the

Queensland Health situation from the past, and a Q-COMP bullying and harassment claim. Those are case studies incorporated into that program.

In addition, we have just called for nominations for a program, Leadership Excellence, which will target our AO7 and above staff across the agency, which will involve attendance at a symposium, together with the opportunity for an amount of funding to be dedicated towards personal development, linked to a 360-degree analysis.

10 Previously through the academy, senior officers had an opportunity to attend the Australian Correctional Leadership Program run through the Brush Farm Academy. This year, we have commenced officers attending Queensland Police Service leadership in action course. And we have two senior officers for the first time, and I believe the first of any correctional jurisdiction in Australia, who are going to attend the Australian Institute of Police Management at Manly to undertake a graduate diploma course - a certificate course, I should say.

20 CA Thank you. Could I change the subject to something completely different?

W Yes.

CA You have a responsibility also for the Workplace Engagement Unit; am I right?

W Correct.

30 CA Historically, that arose out of a 2015 survey of staff; am I right? Was it 2015 or 2016?

W It arose out of the work of the anti-bullying and harassment committee.

CA I think there was a report in December 2016?

W Correct.

CA But a survey sometime before that?

40 W The survey was part of the work of the committee, yes.

CA The survey gave rise to the report, which made some recommendations?

W Yes.

CA I think the Workplace Engagement Unit was established as one of the recommendations from the committee's work?

W Correct.

50

CA Could you explain what its objectives are?

W I guess the essential aspect of the Workplace Engagement Unit is to assist with respectful professional relationships occurring in QCS workplaces, in a nutshell.

CA How does it work in practice?

W The Workplace Engagement Unit has undertaken a number of functions. I would just put in place that the unit has been operational essentially since March/April last year, so it is essentially 12 months in operation.

10 During that 12 months, the activities they have undertaken include, I would say, information sessions rather than training sessions, but information sessions on procedures, bullying and harassment, responses to it, that officers can take in a number of locations. I believe that over 1,800 employees have participated in those.

CA Information sessions, were they?

W I would describe them, sir, more as information sessions in the first iteration. Then training sessions are being developed now.

CA Is that to raise awareness?

20 W Yes.

CA With what purpose?

W To raise awareness of what constitutes bullying and harassment, to raise awareness of responses that people can take to bullying and harassment, how they can look to address bullying and harassment.

30 In addition, they have established a network of peer support officers based closely on work undertaken in Queensland Police and I believe Fire and Rescue also. Those people are staff who have volunteered for that role and who are based in correctional centres, and some probation and parole officers. Those people undertook some training with our management and development team, with staff from the Workplace Engagement Unit and JAG mediation services.

40 We also have a group of conflict resolution officers. My numbers won't be absolutely correct, but I believe we have around 23, 33 of those respective groups of people that have been established. That network, those positions, didn't exist prior to the Workplace Engagement Unit coming in place.

They have responded to queries, calls from staff wishing to raise or discuss further information on bullying and harassment concerns. They have been involved in mediation services. They are currently, in addition to that, developing training programs related to workplace culture, team dynamics, team building and intervention training, intervention in the sense of productive conversations as an early point of addressing where there could be conflict between people.

50 CA Do you lead that unit?

W That unit reports to me. The unit staffing is a manager and three principal advisers. Currently the officer who was the manager was with us for a seconded period of time. That person has returned to their home department. And our manager, leadership development, who in actual fact put together a lot of the early thinking around the Workplace

Engagement Unit, currently has the unit reporting to her position.

CA Is there any staff representation within the unit?

W Yes, yes - sorry, in terms of the positions?

CA You mentioned a manager and three principal advisers.

W Yes.

10

CA I'm just asking in terms of the work that the unit does, does it get input either from a staff member or from staff sources?

W The staff members are QCS staff.

CA Yes, I understand that. But in terms of the composition of the unit, I understood you to say that, under you, there is a manager and three principal advisers?

20

W That's the staffing allocation, yes.

CA I was wondering, though, if there was any representative drawn from the ranks of correctional officers?

W One of the members of the Workplace Engagement Unit is an officer from a correctional centre and was an actual member of the committee.

CA And is also a principal adviser?

30

W Yes. I think the - not "I think". The work of the unit across the first 12 months has assisted in determining future activities/directions for that unit also, such as from the information sessions, in terms of the contact with the peer support officers and conflict resolution officers, looking at the inquiries that have been made to the unit. That has certainly provided a further direction and determination to the training activities that the unit is proposing to undertake into the future.

40

I would suggest that with the establishment of QCS as a stand-alone department, we are now in a position to have further conversation between the Workplace Engagement Unit, ethical standards, employee relations and HR about the respective services those areas provide.

CA Short of doing another survey, such as was done in, I think it was 2015-

W Correct.

CA -is there any way in which you could determine the effectiveness of the unit and its work in reducing the reported instances of bullying?

50

W I would suggest, sir, that at this point in time, after 12 months of operation and the range of activities, I couldn't sit here and make a definitive judgment on that, but we could-

CA I understand that. But I just wonder, do you perceive any way in which, even at some time in the future, you could assess and be satisfied that progress is being made?

- W I believe so. I believe that what has occurred to date also is an examination - whilst the unit protects the confidentiality of persons who contact, there is still an ability to look at the range of matters being reported. Do they constitute bullying and harassment in the pure definition of the term? Do they constitute the need for development in conversational skills and emotional intelligence skills? I would suggest that our liaison with our research department in QCS, who has skills in research, will certainly allow us, as the unit goes on, to get an appreciation of the effectiveness of the unit, the value of the unit, as well as - without an entire staff survey again, I guess a real test of anything is: do people contact it? Do people utilise it? To date, I believe that we have had in excess of 120 persons contact the unit, which, I would suggest on a very qualitative view, indicates a desire to be involved with the services of that unit in the first instance.
- 10
- CA Thanks, Mr BUTLER.
- W Thank you.
- 20 CA That is the evidence, Mr Commissioner.
- PO Mr MURDOCH?
- CM Thank you.
- You mentioned that the academy has a role in providing refresher training?
- 30 W Yes.
- CM You also went on to say that the academy also provides - I think your words were "any specific training that needs to be developed". Do you recall giving that evidence?
- W Yes.
- CM What is an example of that?
- 40 W An example of the specific training would be the development of a package protecting the safety of vulnerable offenders, which related to prisoners at risk of sexual assault by other prisoners.
- CM What would be the impetus for the development of such a package?
- W The impetus for that could be information provided or a direction sought from Statewide Operations in relation to incidents that occurred. As I said, it could stem from an Ombudsman's report. It could stem from a Chief Inspector's report. It could stem from a general manager raising an issue and that being canvassed to identify that there is a broader need for that training.
- 50
- CM No further questions. May it please the Commission.
- PO Thanks, Mr MURDOCH.

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CA May Mr BUTLER be excused, Commissioner?

PO Yes. Thank you, Mr BUTLER, for coming. You are excused.

Do you want to adjourn now, Mr RICE, until tomorrow?

CA Yes, Commissioner, those are the witnesses for today.

PO Thank you. We will adjourn until 10 tomorrow.

10

END OF SESSION

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