

APPENDIX 7: DEPARTMENT OF EDUCATION AND TRAINING (EXCLUDING TAFE INSTITUTES)

PART 1: DEPARTMENT OF EDUCATION AND TRAINING (DET)

Statement of Intent – Consultation	1.1
Workplace Health and Safety Subcommittee	1.2
Working with Children Check – Queensland’s Blue Card System	1.3
Disciplinary and Suspension Procedures	1.4

PART 2: DET –Excluding Schools and School Educational Facilities

Accumulated Days Off (ADO) (Excluding Employees Working a 38 Hour a Week Arrangement)	2.1
Annual Leave Maximum Accumulation	2.2

PART 3: DET – STATE SCHOOLS PORTFOLIO

Therapy Employees Servicing Schools and Other Education Facilities, and School Support Staff and Employees of Other School Educational Facilities

Objectives of DET – State Schooling Portfolio	3.1
Consultative Arrangements and Mechanisms	3.2
Best Practice in Education	3.3
Workplace Reform Initiatives	3.4
Workplace Reform in Schools Program	3.5
Facilitative Provisions	3.6
Administrative Practices – Facilities Management	3.7
Language Allowance	3.8
Organisational Health	3.9

PART 4: DET – STATE SCHOOLS PORTFOLIO

Therapy Employees Servicing Schools and Other Education Facilities, and School Support Staff and Employees of Other Educational Facilities, specifically:

- *Business Services Managers;*
- *Employees Engaged Under the Administrative Stream of the Queensland Public Service Officers and Other Employees Award – State 2015;*
- *Science Operations Officers;*
- *Employees Engaged Under the Technical Stream of the Queensland Public Service Officers and Other Employees Award – State 2015*
- *School Computer Technical Officers;*
- *Schools Officers;*
- *Agricultural Assistants;*
- *Unit Support Officers;*
- *Support Officers;*
- *Boat Officers; and*
- *Marine Program Officers.*

Hours of Work Arrangements	4.1
----------------------------	-----

PART 5: DET – STATE SCHOOLS PORTFOLIO

School Support Staff and Employees of Other Education Facilities, excluding Community Education Counsellors and those Employees covered in Part 4.

Hours of Work Arrangements	5.1
----------------------------	-----

PART 6: DET – STATE SCHOOLS PORTFOLIO

School Support Staff and Employees of Other Educational Facilities, specifically:

- *Business Services Managers;*
- *Employees Engaged Under the Administrative Stream of the Queensland Public Service Officers and Other Employees Award – State 2015;*
- *Science Operations Officers;*
- *Employees engaged under the Technical Stream of the Queensland Public Service Officers and Other Employees Award – State 2015; and*
- *School Computer Technical Officers.*

Professional Development	6.1
JEMS Process	6.2
Administrative Assistance Enhancement Program (AAEP) Hours Guarantee	6.3
Employment Security Administrative Assistance Enhancement Program (AAEP)	6.4
Pay Levels of Newly Appointed Science Operations Officer	6.5
Science Operations Officers - Classification Structure	6.6
Business Services Manager (BSM) Broadbanding Arrangements	6.7

PART 7: DET – STATE SCHOOLS PORTFOLIO

School Support Staff and Employees of Other Educational Facilities, specifically:

- *Schools Officers;*
- *Agricultural Assistants;*
- *Unit Support Officers;*
- *Support Officers;*
- *Boat Officers; and*
- *Marine Program Officers.*

Professional Development	7.1
--------------------------	-----

PART 8: DET – STATE SCHOOLS PORTFOLIO

Schools Officers

Hepatitis A & B Vaccinations	8.1
Schools Officers – reviews and Consultative Arrangements	8.2

PART 9: DET – STATE SCHOOLS PORTFOLIO

Therapy Services

Career Pathways, Support Structures and Service Delivery	9.1
Attraction and Retention	9.2
Professional Development	9.3

PART 10: DET – STATE SCHOOLS PORTFOLIO

Non-Teaching School-Based Employees and Employees of Other Educational Facilities, Excluding Those Employees Covered Under Professional Development Clauses within This Appendix

Professional Development and Training	10.1
---------------------------------------	------

PART 1: DET

1.1 Statement of Intent – Consultation

The parties to this agreement support consultation with public sector employees over matters that affect their work environment.

The intent of this provision is to ensure that consultation occurs with public sector employees about matters that significantly impact on their work situation. The consultation will involve more than a mere exchange of information. For consultation to be effective the public sector employee must be contributing to the decision-making process, not only in appearance, but in fact.

1.2 Workplace Health and Safety

Workplace Health and Safety Subcommittee

The parties agree to continue the workplace health and safety sub-committee to be overseen by DET / The Together Queensland, Union of Employees joint consultative committee. This sub-committee will have equal departmental and union representation, and will examine matters relating to workplace health and safety that may from time to time be raised by the parties.

This sub-committee will report to the joint consultative committee on a regular basis or as agreed between the parties.

The scope of this sub-committee will include, but not be limited to, the following matters:

- Building/facility-based workplace health and safety matters;
- Workplace Health & Safety induction and training;
- The management of chemicals in workplaces; and
- The provision and use of protective personal equipment and other standard safety equipment (for example, sun-smart and protective clothing).

Sun-Smart Shirts for Schools Officers

The Department agrees to the provision of sun-smart shirts to Schools Officers as a minimum.

1.3 Working With Children Check – Queensland’s Blue Card System

The *Working With Children (Risk Management and Screening Act 2000)* requires people who work in regulated employment to undergo screening (i.e. the Working with Children Check) herein referred to as the “Blue Card”. The following provisions apply to payment for Blue Card applications and renewals for employees. This agreed position will continue for the life of the *Agreement*.

New Employees

Employees, employed by the Department and who are required to hold a current Blue Card as part of their initial engagement, will be required to self-fund the prescribed fee for their initial Blue Card application. These employees will not be required to fund the renewal fee(s) during the term of the *Agreement*.

Existing Employees

Existing employees who do not hold a Blue Card and who are required to perform duties that require them to hold a Blue Card will not be required to self-fund the prescribed application and/or renewal fee(s). Existing employees will not be required to fund the Blue Card renewal fee(s) during the term of the *Agreement*.

1.4 Disciplinary and Suspension Procedures

All employees shall be subject to the same disciplinary and suspension policy, procedures and provisions as those applying to public service officers in the *Public Service Act 2008*.

Any disciplinary action taken pursuant to the *Public Service Act 2008*, excluding suspension on normal remuneration shall be in accordance with the principles of natural justice.

Any disciplinary action, except termination of employment, shall be subject to the relevant appeals and reviews provisions of the *Public Service Act 2008*.

PART 2: DET – Excluding Schools and School Educational Facilities

2.1 Accumulated Days Off (ADO) (Excluding Employees Working a 38 Hour a Week Arrangement)

An employee is entitled to accrue a minimum of one ADO per Work Cycle. ADOs can only be accrued and taken with the supervisor's approval.

A "Work Cycle" is defined as the 28 day work cycle.

Subject to the exceptions outlined below, the maximum ADO carry-over will be 21.75 hours at the end of each work cycle and ADO may be taken in blocks of no more than three consecutive days per work cycle.

The above ADO arrangements may be exceeded in the following circumstances:

- Local level agreement based on operational factors and needs; and
- The employee's annual leave balance does not exceed the maximum accumulation.

Notwithstanding the above, where there are minimum conditions prescribed in the *Queensland Public Service Officers and other Employees Award – State 2015* that provide more favourable provisions relating to Organisational Hours of Work Arrangements, those minimum conditions shall apply and override the provisions contained herein.

2.2 Annual Leave Maximum Accumulation

The maximum accumulation of annual leave balances will be the equivalent of an employee's two years accumulation of the annual leave entitlement. Employees exceeding the maximum accumulation may be directed to take leave in accordance with the provisions of the *Industrial Relations Act 1999*.

PART 3: DET – STATE SCHOOLS PORTFOLIO

Therapy Employees servicing Schools and Other Education Facilities, and School support Staff and Employees of Other School Educational Facilities

3.1 Objectives of DET – State Schools Portfolio

To enhance delivery of educational services that:

- (a) support the Department's programs in *State Schools Strategy 2016 - 2020* to achieve the best educational outcomes for all school students;
- (b) focus on the core learning priorities (reading, writing, numeracy and science) to ensure all students have solid foundations to effectively engage in the community; provide efficient and high quality services;
- (c) improve attendance, retention, attainment and transition of students at key points in their schooling journey; and support initiatives in school-based planning, management and

- accountability frameworks;
- (d) support whole-of-school approaches that effectively target resources to meet the needs of every student; and
- (e) develop more highly skilled employees capable of achieving more effective and efficient arrangements, and committed to client service, continual improvement, employee accountability, ongoing learning, team work and team problem solving

To implement fair and equitable employment practices.

To provide certainty for employees and the Department in relation to remuneration outcomes for the life of the agreement.

To provide a bargaining process that delivers industrial stability for the duration of the agreement.

3.2 Consultative Arrangements and Mechanisms

3.2.1 Introduction

The following sets out details of consultative arrangements and mechanisms that will be adopted by the parties within DET.

Quality consultation mechanisms are a vital ingredient in progressing the workplace reform agenda, as prescribed in section 3.4 of the *Workplace Reform Initiatives* and section 3.5 of the *Workplace Reform in Schools Program*.

The parties are committed to the continuation of appropriate consultative arrangements so that employees are consulted in the initiation, implementation and evaluation of workplace reform initiatives.

DET's ability to obtain optimum outcomes from workplace reform, including enterprise bargaining, will be significantly influenced by the consultative processes that are established.

The geographical and operational diversity of the Department's work units would make it difficult to implement workplace reform or gain employee commitment to workplace reform from one central committee. Recognising the range in the size of schools, local consultative committees are normally established in schools with 20-25 employees or more.

DET acknowledges the role of Local Consultative Committees (LCCs) as prescribed in 3.2.5 *Local Consultative Committee* and the Education Consultative Committee (ECC) as prescribed in 3.2.4 *Education Consultative Committee* are mechanisms to facilitate workplace reform initiatives.

The parties are aware that alternative procedures to ensure effective implementation of the certified agreement and employee consultation in smaller schools are in place.

It is recognised that cooperation and consultation in the development and implementation of change initiatives place obligations, duties and responsibilities on principals, managers, union officials, delegates or their equivalent.

The parties acknowledge that the processes of educational, professional, administrative and organisational change and workplace reform are broader than the specific matters detailed in this agreement.

The parties agree that changes occurring outside of the terms of this agreement shall be facilitated in a manner that involves timely consultation and discussion of all relevant issues.

3.2.2 Guiding Principles

The parties agree to the following guiding / broad principles for consultative arrangements and mechanisms to ensure effectiveness and equity:

- consultative mechanisms should ensure that, in addition to the parties to this agreement, there is employee involvement on the initiation, implementation and evaluation of proposals for productivity improvements;
- appropriate processes should be in place to consult with employees who are affected by proposed productivity items;
- consultative arrangements should encompass all the work areas in DET;
- the composition of consultative forums should take account of representation of the target groups identified in the *Public Service Act 2008*;
- consultative arrangements should be subject to review from time to time by the parties and improvements and changes to arrangements made as required and agreed to ensure consultative arrangements operate with maximum efficiency and effectiveness.
- a flexible approach should be adopted that seeks to avoid duplication and creation of additional work wherever possible;
- a recognition that one approach will not suit every workplace because of the size, location and individual characteristics of each workplace;
- a recognition that local level employees are best placed to make decisions that meet local needs;
- a recognition that local level changes need to be sustainable in terms of available resources and systemic and local priorities; and
- a recognition that all employees must be provided with opportunities to contribute to change.

3.2.3 Consultative Model

The "Umbrella" committee, the Education Consultative Committee, is the peak employer/union body for workplace reform and other significant employee relations issues. The committee has a coordinating role with regard to departmental consultation.

The Education Consultative Committee forms the first of a two-tier consultative structure with the second tier being the network of committees located in various parts of DET. The committees will be supported by consultative guidelines and checklists for those schools which cannot sustain a formal committee. The intention is to create a consultative model which will allow each departmental employee access to contribute their ideas.

3.2.4 Education Consultative Committee (ECC)

Terms of reference

- (1) To serve as DET's peak employer/union consultative body with regard to workplace reform and other significant employee relations issues.
- (2) To develop a broad framework to advance workplace reform across the Department.
- (3) To oversee the development of workplace reform proposals in the Department.
- (4) To coordinate and link workplace reform initiatives and consultative forums which are active within the Department.
- (5) To oversee the establishment, training and operation of DET's network of consultative committees.
- (6) To model a culture of participative management within the Department.
- (7) To ensure that information concerning workplace reform issues is conveyed to employees in a timely, consistent and comprehensive manner.
- (8) To consider proposals submitted by local consultative committees in accordance with facilitative provisions.
- (9) To attempt to resolve disputes that arises from this Appendix referred by LCC's.

Composition

Membership of the ECC will comprise equal representation of management and union nominees.

The composition of the ECC will comprise employer representatives of DET and representatives from the Queensland Teachers' Union of Employees, The Together Queensland, Industrial Union of Employees, and the United Voice, Industrial Union of Employees, Queensland Branch.

3.2.5 Local Consultative Committees (LCCs)

Terms of reference

- (1) To monitor workplace reform issues, especially enterprise bargaining initiatives, and make recommendations to the ECC.
- (2) To provide a forum for generation and consideration of local workplace reform initiatives through regular structured meetings.
- (3) To consider and prioritise Best Practice initiatives relevant to the local environment.
- (4) To endorse local level changes capable of local approval, and to recommend to the ECC changes to be processed through the facilitative provisions.
- (5) To evaluate and report to the ECC on pilot and trial projects conducted under the Workplace Reform in Schools Program.
- (6) To assume a dispute settling role on workplace reform matters related to this certified agreement and to refer to the ECC those issues which cannot be resolved locally.
- (7) To act as an avenue of communication between local employees and the ECC.
- (8) To develop strategies for encouraging contributions from all staff, including school support staff and employees from target groups identified in the *Public Service Act 2008*.
- (9) To contribute to a culture of participative management within the workplace.

Composition

Membership of LCCs shall comprise equal representation of management and union nominees. The size of the committees is not prescribed but will usually be 8, that is 4 union and 4 management representatives, providing that 2 union representatives be Queensland Teachers' Union of Employees members in school settings and Together Queensland Union of Employees in non-school settings. Decisions of the LCC are to be made by consensus wherever possible.

Operating Principles

- (1) The LCC is to ensure that the views of all staff members and work groups are considered regardless of whether the work group is represented on the LCC.
- (2) Meetings will be held regularly and timed in a way that minimises disruption to student learning.
- (3) Decisions of the LCC are to be made by consensus wherever possible.
- (4) Decisions of the LCC are to be communicated to all staff.
- (5) All LCC members will be provided with a training package as determined by the ECC.

3.3 Best Practice in Education

3.3.1 Introduction

The parties to this agreement recognise that enterprise bargaining provides an appropriate opportunity to promote and implement a Best Practice approach to work, management and service delivery within DET.

The parties are committed to progressing the development and implementation of a Best Practice approach to work, management and service delivery. The concept of Best Practice will be promoted across the areas of learning and teaching, school management and workforce management.

The parties accept that a Best Practice approach to work and management issues within these three areas can contribute to organisational structures and work processes that promote quality, flexibility and responsiveness, which eliminate waste and repetition and which directly contribute to or support enhanced educational outcomes for students.

3.3.2 Definition

The parties agree to accept the following definition of Best Practice for the purposes of establishing a broad framework to progress Best Practice within the Department.

"Best Practice is an integrated and continuous organisational strategy which seeks to achieve and maintain a world class standard in all aspects of an organisation's operations, which is focussed on client outcomes, and which simultaneously enhances the quality of working life for employees."

3.3.3 Principles

The parties agree that the following principles form the basis for a Best Practice approach to work, management and service delivery:

- a clear management vision and a strategy for achieving world class performance must be articulated to all employees and client groups;
- employees and members of the school community are to be extensively consulted in the planning of change and able to participate in decision making processes which develop and implement alternative and innovative ways of enhancing service delivery;
- the development of flexible structures and work practices which can adapt and respond to varying and diverse client needs and expectations;
- optimum utilisation of technology in the way the organisation is managed and in how work practices are performed;
- the existence of a workplace culture of continuous improvement which facilitates continual monitoring, review, and evaluation of the way in which all work is managed, organised and performed; and
- a willingness and ability to measure performance through benchmarking processes and a commitment to benchmark performance both internally and with external organisations.

3.3.4 Objectives

The parties agree that a Best Practice approach to work, management and service delivery should be directed at achieving the following objectives:

- pursuing a progressive path towards school-based management, within overarching principles, featuring integrated approaches with employees, students, parents and the wider school community, and accompanied by appropriate accountability mechanisms;
- developing flexible and adaptable learning and support structures and processes which deliver a quality education service throughout Queensland;
- providing all employees with the ability to actively participate in decision-making processes which enable them to draw upon their experiences, skills and competencies to contribute to alternative and innovative ways in how the Department is managed and operates;
- ensuring the optimum use of technology in managing the Department's human, financial, physical and information resources;
- developing a culture of continuous improvement and a continual questioning of the way the Department provides and supports a quality education service; and
- developing a performance measurement culture that includes a commitment to measure outcomes and to benchmark the organisation's performance internally and with external organisations.

3.3.5 Best Practice Indicators

The parties agree that a Best Practice approach to work, management and service delivery will be characterised by the following broad indicators:

School Management

- A clearly articulated management vision on the concept of school-based management.
- A workplace culture of continuous improvement which promotes alternative and innovative management and service delivery approaches.
- Collaborative decision making processes which involves consultation with and participation of all elements of the school community.
- Decision making processes, structures and delegations which result in functions and responsibilities residing in the most appropriate location.
- Efficient and effective school-based management of resources, accompanied by accountability mechanisms to the community, Department and Government.
- Optimum use of technology in all aspects of school operations.
- A commitment to benchmark school management activities.

Workforce Management

- A clearly articulated human resource management vision and strategic plan.
- A flexible, adaptable, highly skilled workforce which is enhanced by:
 - an organisational culture within which employees feel valued and which attracts, develops, retains and rewards high calibre employees;
 - appropriate and flexible conditions of employment which encourage individual employees to work to their full potential;
 - a safe and healthy work environment that is free from discrimination.
- Effective consultative mechanisms which engender a culture of participative management.
- A commitment to continuous improvement in human resource management, including a focus on performance measurement.
- Optimum use of technology.

3.3.6 Best Practice

Best Practice is a key feature of the Department's workplace reform agenda for schools.

The parties recognise that enterprise bargaining is a major vehicle, but not the only vehicle to progress Best Practice and workplace reform. The parties commit to pursue Best Practice as a philosophy of continuous improvement. Consistent with this commitment, the parties recognise that Best Practice extends well beyond the contents of the enterprise bargaining agreement to influence the very essence of the approach to work, management and service delivery.

The parties will facilitate the progression of Best Practice during the life of the agreement by establishing a framework which integrates programs, policies and consultative mechanisms. The key components of this framework are:

- *consultative structures* – the central "Umbrella" consultative committee being the peak employee relations consultative body for the Department. It will link with existing consultative mechanisms at a central level and will be supported by local committees at school level.
- *school management projects* – the parties agree to advance the Department's school-based management agenda through sector wide initiatives (e.g. management of utility costs) and a series of pilot projects in schools (e.g. flexible staffing) detailed within this Appendix.
- *facilitative provisions* – which provide the capacity for local workplaces to pursue Best Practice approaches which conflict with centrally regulated employment conditions or work practices;
- *"Workplace Reform in Schools Program"* – an internally generated program which will support those

schools involved in school management pilot projects and other projects which have the potential to demonstrate a Best Practice approach to work, management and service delivery.

3.4 Workplace Reform Initiatives

3.4.1 School-Based Management

The parties to this Appendix are committed to a program of long term workplace reform which enhances educational outcomes for students. A progressive path towards school-based management, within an established vision and guiding principles, is a central component of the Department's long term workplace reform agenda. School-based management is a significant workplace reform initiative which has the potential to enhance the efficiency and effectiveness of school operations in the medium to long term.

The underlying basis for progressing school-based management is a recognition that school employees and members of the school community are best positioned to determine management processes and service delivery which best address local requirements and expectations. School-based management will be characterised by collaborative decision making processes, which result in decisions tailored to enhance management and educational outcomes at the school and are consistent with broad policy parameters and the corporate priorities of the Department.

3.4.2 Principles of School-Based Management

The parties to this Appendix are committed to pursuing a model of school-based management which considers and addresses the unique characteristics and requirements of DET. To achieve this objective the parties agree that the following principles will provide the direction for the Department's approach to school-based management:

- school-based management will reinforce the focus on the Department's core business of learning and teaching. As with other major elements of the Department's reform agenda, school-based management is intended to enhance student educational outcomes;
- responsibility for decisions will be moved as close to the point of implementation as possible. The transition towards school-based management and the rate of change is not constant for all schools. The Department's model of school-based management will recognise the size, location and individual characteristics of schools in determining where functions and responsibilities should reside;
- school-based management will be characterised by collaborative decision making. School-based management will be a process where careful consideration is given to the most appropriate location of functions and responsibilities. Movement of functions will occur in both directions between schools and central and regional offices, and will reflect a balance between efficiency and responsiveness;
- school-based management will occur within a systemic framework;
- the movement towards school-based management is a long-term continuous and incremental process;
- the availability and development of systems and technology will mediate the pace with which the Department can move towards school-based management;
- the path towards school-based management will reflect the principles of a Best Practice approach to work management and service delivery, as prescribed in *3.3 Best Practice in Education*; and
- school-based management will be accompanied by increased accountability requirements to the community, department and government.

3.4.3 Opportunities to Progress School-Based Management

Broad avenues have been identified as providing opportunities to progress school-based management. The parties are committed to maximising the opportunities which these avenues may provide. The avenues are:

- specific reform initiatives as detailed in this appendix (e.g. the capacity for schools to vary hours of instruction); and
- initiatives implemented at an individual school level in the normal manner of staff seeking to adopt Best Practice to work, management and service delivery.

3.4.4 School-Based Management Model

The path towards school-based management is a long term and continuous process.

The parties acknowledge the progress made to date implementing a progressive approach to school-based management through pilot projects implemented under the *Department of Education Operational Areas Certified Agreement 1994*. The parties agree to cooperate in the implementation of this initiative.

This cooperation will involve participation in refining the model of school-based management. As such, the parties are committed to the following implementation parameters:

Staffing

The parties acknowledge that flexibility is required at the school level. So as to attain this flexibility, the unions acknowledge that DET requires the ability to modify or alter local staffing arrangements in accordance with local needs.

The parties acknowledge that flexible staffing arrangements will be determined at a local school level and will occur in accordance with the following parameters:

- funds allocated to staff must be used for the employment of staff;
- changes to staffing mix shall only occur in the event of a substantive vacancy;
- any variation to the staffing mix will be subject to all other guarantees being met;
- variations to the staffing mix will only occur following endorsement by the LCC (where an LCC is required) and a majority of staff. Variations must be approved by the School Council (if established), and the Regional Director and submitted to the ECC for approval;
- the parties agree to establish a framework to streamline the ECC approval process; and
- the terms and conditions of all employees shall be in accordance with applicable industrial instruments, Directives as issued by the Industrial Relations Minister in accordance with section 54(1) of the *Public Service Act 2008* and Directives issued by the Commission Chief Executive in accordance with section 53 of the *Public Service Act 2008*. Any new positions shall be subject to job evaluation in accordance with a Directive (as amended) relating to recruitment and selection issued by the commission chief executive in accordance with section 54(1) of the *Public Service Act 2008*.

School Councils (if established)

Staff shall be represented by elected representatives on school councils in numbers or proportions as determined by the formal consultation process.

The role of the school council will focus on the broad strategic direction of the school with day to day management remaining the responsibility of the principal.

The school council shall have no role in the appointment, transfer, termination, salary or conditions of employees other than the participation of the school council representative as part of the Department's selection panel for the principal of the school.

Transfer

Transfers shall continue to be subject to the existence of a suitable vacancy in the area.

DET is further committed to the continuation of the existing transfer policy for school support staff in schools.

Monitoring Procedures

In order that the guarantees in this document can be properly monitored DET will provide to the relevant unions the allocative methodology used as the basis for staffing schools, including allocation of services.

Where available, a breakdown of information by district and sector will also be provided.

3.5 Workplace Reform in Schools Program

The parties agree to continue their coordinated approach to school-based management which is consistent with the overarching principles and direction outlined in 3.2 *Consultation*. A dedicated Workplace Reform in Schools Program is established to support this coordinated approach.

The objectives of a Workplace Reform in Schools Program are to:

- (a) pilot a range of reform initiatives in schools which support the Department's reform agenda and satisfy the overarching principles for school-based management;
- (b) encourage schools to develop and action research alternative and innovative approaches to work organisation, management and service delivery within a systemic policy framework;
- (c) monitor, support and evaluate pilot and action research projects to determine their potential for broader application;
- (d) communicate the content, progress and outcomes of Best Practice initiatives across the state to enable other schools to consider implementation; and
- (e) develop a culture of continuous workplace improvement and promote a learning environment.

The measurement of productivity for workplace reform purposes should be based on the following simple principles. Performance indicators should:

- (a) facilitate the measurement of a combination of direct, quantifiable factors and indirect, qualitative factors which will demonstrate performance enhancement;
- (b) be output / outcome focussed;
- (c) be simple, easy to interpret and able to be managed at the workplace;
- (d) be relevant and meaningful to the workforce; and
- (e) be linked to the achievement of organisational objectives.

These principles aim to foster a culture which promotes devolved responsibility for performance management as the foundation for Best Practice and continuous improvement.

3.6 Facilitative Provisions

A facilitative provision is necessary to allow for the variation of employment conditions or work practices at the school or workplace in order to meet the objective of this Appendix. The following procedures shall apply:

- (a) the implementation of changed employment conditions or work practices shall be negotiated between the Principal / supervisors and all employees who would be directly affected in line with consultative mechanisms;
- (b) employees may be represented by their local union delegate/s and shall have the right to be represented by their union official/s;
- (c) conditions of employment or work practices provided for in facilitative provisions can only be implemented by agreement;
- (d) all employees directly affected must be consulted as a group and the relevant union/s notified at least 7 days in advance regarding any proposal;
- (e) in the process of determining to vary work practices or employment conditions, appropriate consideration must be given to the potential impact upon employees with family responsibilities, occupational health and safety issues and on other employee groups;
- (f) in determining the outcome neither party should unreasonably withhold agreement;
- (g) agreement is defined as obtaining the agreement of the majority of employees affected, however it is acknowledged by the parties that consensus should wherever possible be the basis for agreement;
- (h) any such proposal shall be subject to ratification by the ECC prior to implementation;
- (i) any such agreement reached must be documented, and must incorporate a review period. A copy of such agreement must be forwarded to the relevant union/s and the ECC; and
- (j) basic employment conditions, such as the normal weekly pay of employees, hours of duty, recreation leave, sick leave, long service leave and other leave entitlements, shift and weekend penalties and authorised overtime cannot be varied by this process.

3.7 Administrative Practices – Facilities Management

The parties are committed to the efficient use and management of physical assets within the Department consistent with corporate goals and objectives and in compliance with relevant legislation, Acts, directives, financial management strategies and initiatives. As a consequence, the following objectives shall be pursued by all employees of DET where relevant and appropriate:

- (i) implement demand management strategies to improve the match between student capacity and school enrolment;
- (ii) reduce facility related outgoings and/or revenue generation through retirement, disposal or alternative use of surplus and obsolete assets;
- (iii) joint development, multiple usage, partnering and similar sharing arrangements with compatible users and through competitive service delivery arrangements;
- (iv) improve energy management practices;
- (v) improve practices in the consumption of water;
- (vi) improved efficiency in facility utilisation;
- (vii) reduce incidence of false alarms and security breaches;
- (viii) reduce calls for unplanned maintenance works; and
- (ix) improve local management of fire safety and workplace health and safety issues to reduce the need for external intervention.

3.8 Language Allowance

Payment of language allowance at the rate of \$569 per annum for school support staff whose duties require translation and interpretation skills and who meet the requirements of Language Aide of the National Accreditation Authority for Translators and Interpreters or other equivalent qualifications as determined from time to time by the Chief Executive Officer on the recommendation of the ACC.

3.9 Organisational Health

- (a) The parties commit to joint cooperation in a continuation of efforts to improve organisational health, at school or work unit level, and at the individual employee level. The parties acknowledge that a preventative approach to organisational health issues is critical to the maintenance of healthy workplaces. The parties further agree that a risk management approach to the improvement of organisational health will be a central component of the programs and strategies implemented at school and work unit level.
- (b) During the life of this agreement the parties will continue to develop programs and strategies addressing the following broad areas:
 - (i) reduction in the incidence and duration of workplace injury;
 - (ii) reduction in the incidence of workplace stress;
 - (iii) improved processes to manage employee rehabilitation and return to work;
 - (iv) improved employee well-being as measured through reduced absences and employee opinion surveys; and
 - (v) improved data management and reporting systems.

PART 4: DET – STATE SCHOOLS PORTFOLIO

Therapy Employees servicing Schools and Other Education Facilities, and School Support Staff and Employees of Other Educational Facilities, specifically:

- *Business Services Managers;*
- *Employees engaged under the Administrative Stream of the Queensland Public Service Officers and Other Employees Award – State 2015;*
- *Science Operations Officers;*

- *Employees engaged under the Technical Stream of the Queensland Public Service Officers and Other Employees Award – State 2015;*
- *School Computer Technical Officers;*
- *Schools Officers;*
- *Agricultural Assistants;*
- *Unit Support Officers;*
- *Support Officers;*
- *Boat Officers; and*
- *Marine Program Officers.*

4.1 Hours of Work Arrangements

4.1.1 Definitions

Ordinary Hours means as per the relevant Award.

Accumulated Time means the time worked in excess of Ordinary Hours in any day and within the daily spread of hours.

Accumulated Day Off (ADO) means a day taken between Monday and Friday, without debit to any Leave account.

Hours of Duty means the hours determined by negotiation, during which employees may work.

Employee means, for the purpose of these arrangements, all Permanent and Temporary Employees listed as being subject to this Part.

Employer means the Director-General of DET or the Principal of a School or a School Support Centre coordinator acting as the delegate of the Director-General of DET in facilitating the implementation of these arrangements where the context so demands.

Leave means ADO Leave, Recreation Leave, Long Service Leave and time off in lieu.

Spread of Hours means time worked between 6.00am and 6.00pm Monday to Friday inclusive.

Temporary Employee means any employee engaged pursuant to section 148 of the *Public Service Act 2008* for fixed periods. Temporary Employees engaged for less than one School term may accrue ADO as agreed between the employee and the Principal.

School Vacation Periods means any vacation period that is determined a scheduled student vacation period by the Chief Executive.

School includes, for the purpose of these arrangements, all State Secondary Schools, State Primary Schools, P-10/12 Schools, Educational Facilities, State Special Schools and School Support Centres, excluding State-wide School Support Centres.

4.1.2 Hours of Duty Arrangements

- Generally accrued Leave is to be taken during School Vacation Periods, however leave can be availed of in School terms consistent with the Department's work-life balance policy and subject to operational convenience. Requests for such leave shall not be unreasonably withheld.
- Agricultural Assistants, Unit Support Officers and Support officers may be required to take Annual Leave subject to operational convenience following consultation with the employee.
- An Accumulated Day Off (ADO) arrangement shall operate on the basis of a 12 month cycle, beginning on

the first day of the pupil-free days in January and extending through to the day before the corresponding pupil-free day in the next year.

- (d) The employer and all employees concerned in each School shall consult over the most appropriate means of implementing Hours of Duty arrangements.
- (e) The objective of such consultation shall be to reach agreement on the method of implementing Hours of Duty arrangements in accordance with these arrangements.
- (f) Agreement will not be unreasonably withheld by either the employee or employer.
- (g) The outcome of such consultation will be recorded in writing.
- (h) An ADO agreement may be altered by mutual agreement. Agreement should not be unreasonably withheld.
- (i) In determining the ADO agreement the employer shall:
 - ensure ADO arrangements meet the needs of the School;
 - consider the health and safety of staff when requiring staff to work during vacation periods;
 - consult on the requirement to work specific hours before directing an employee to work those hours;
 - where the working of particular hours is not suitable to an employee on a given day, take into account whether other staff are available and competent to perform this work;
 - take into account the employee's work-life balance including community commitments;
 - consider other leave that is to be taken throughout the year;
 - provide the ability to accrue sufficient ADO to cover leave on vacation periods whilst avoiding accrual of excessive leave balances; and
 - provide access to a minimum of 12 days ADO accrual in a year for employees working a 38 hour week.
- (j) Subject to operational convenience an employee may apply for leave without pay to cover vacation periods as required, rather than accruing ADO time. Where ever possible this must occur at the beginning of the 12 month cycle.
- (k) The maximum ADO balance at any one time must not be more than 12 days for full-time employees and a pro- rata maximum for part-time employees, except in exceptional circumstances, as agreed between the employer and employee. Therapists may accrue additional days to provide for flexibility, subject to operational requirements.
- (l) The employer must ensure an employee who resigns, retires or otherwise ceases duty has utilised all accumulated time upon cessation of duty.
- (m) When an employee is required by the Department to change School locations the employees ADO balance must move with them.

4.1.3 Negative Balances

- (a) Employees may enter into a negative ADO balance in exceptional circumstances such as extended sick leave (greater than four weeks) or other extended absences agreed to between the school and the employee concerned.
- (b) This debit may be carried forward into a new School year.
- (c) Provided that such negative balance of hours is reduced to a zero balance within a period of 12 months from when the negative balance occurs.
- (d) An employee must not have a negative balance of more than 30 ADO hours at any time.
- (e) Negative balances on termination of employment may be deducted from the final wages on a time for time basis.
- (f) The employer must allow an employee who resigns, retires or otherwise ceases duty, to attempt to reduce the negative ADO balance prior to cessation.

4.1.4 Overtime

All overtime shall either be paid for in accordance with the relevant Award or, by mutual agreement between the employer and employee, compensated by the granting of equivalent time off in lieu on a time for time basis.

4.1.5 Surplus Hours – ADO/TOIL

In most circumstances employees should have a zero balance of ADO and TOIL hours at the beginning of each twelve month cycle. Where employees have or will have hours in surplus of those required for the twelve month cycle, then the following procedure will apply:

- (i) By the end of term 3, the employee and the Principal shall meet to review the ADO agreement and discuss access to the surplus hours to develop a plan to manage the surplus hours prior to term 4 summer vacation.
- (ii) Where such hours have been applied for and refused prior to the December vacation period, then such surplus hours shall be either paid out to the employee at ordinary time rates of pay (on a time for time basis) or carried over to the next twelve-month period. The decision to have a payout is solely at the discretion of the employee. Where surplus hours are carried over, such hours must be taken off within that period of twelve months.

4.1.6 Compassionate/Emergent Leave for Employees covered by the *General Employees (Queensland Government Departments) and Other Employees Award – State 2015*

- (a) A employee covered by the *General Employees (Queensland Government Departments) and Other Employees Award – State 2015* shall be entitled to access ADO time (including a negative balance) to obtain up to three days paid leave per annum, non-cumulative, for compassionate grounds or emergent reasons.
- (b) An additional two days paid leave per annum, non-cumulative, for these purposes may be granted at discretion of the principal / site manager or delegate. The additional leave will only be granted where an employee agrees to make up this time through the current ADO arrangements within the school year, or where this is not practicable to do so, within 12 calendar months from the date of taking such leave.
- (c) In circumstances where an employee ceases work for whatever reason and time associated with this leave has not been made up, the Department may, at its discretion, deduct the equivalent cost of such leave from the employee's termination pay.

4.1.7 ADO and Workers' Compensation

- (a) Any ADO time rostered to be worked whilst on leave to claim workers compensation must be credited to the employee's ADO balance. Provided that where the employee is subsequently absent on leave claiming workers' compensation during any agreed ADO days after being credited with ADO hours, the employee must be deemed to have taken those ADO days.
- (b) Where an employee has actually worked ADO hours and is subsequently absent on workers' compensation leave during any ADO days, the employee may take accumulated ADO hours at a time mutually convenient to the employee and the principal.
- (c) Claims sent to WorkCover Queensland must only reflect the Ordinary Hours that the employee was rostered to work during any absence on leave to claim workers compensation.

PART 5: DET – STATE SCHOOLS PORTFOLIO

School support School-Based Employees and Employees of Other Education Facilities, excluding Community Education Counsellors and those Employees covered in Part 4.

5.1 Hours of Work Arrangements

- (a) Accumulated Days Off (ADO) arrangements provide a system which allows school support employees to work additional time during periods of higher work demands in order to access days off during periods of lower demands (generally School Vacation Periods).
- (b) ADO arrangements enable the workforce to respond to client needs while providing benefits to employees through more flexible work arrangements. Such flexible work arrangements will be of particular benefit to employees with family responsibilities.

- (c) ADO arrangements shall operate on the basis of a calendar year cycle.
- (d) ADO arrangements allow employees to accumulate additional days off through working additional time on a basis agreed to between the principal and school support employees at the school. This may be on a daily, weekly or monthly basis.
- (e) The principal and employees at the school must negotiate the method by which time is to be accumulated in order to take 12 days off with pay.
- (f) The 12 ADO days must be utilised during School Vacation Periods other than the Summer Vacation period (as these employees will still be required as a condition of employment to utilise their annual leave entitlement during the Summer Vacation period unless approval is granted by the principal and region to vary this arrangement in extenuating circumstances) without debit to recreation leave entitlements on the following basis:

Easter (April) vacation period - 2 days

Winter (June) vacation period - 5 days

Spring (September) vacation period - 5 days

- (g) The number of ADOs may be varied at the school level through use of the facilitative provisions as prescribed in *3.6 Facilitative Provisions* and is not limited to 12 days per annum. In exceptional cases, where actions by the Department prevent a person accessing ADO time within the calendar year period, approval may be given to carry over the time that has not been exhausted into the next calendar year.
- (h) The principal and all employees concerned in each school shall consult over the most appropriate means of implementing ADO arrangements.
- (i) The objective of such consultation shall be to reach agreement on the method of implementing Hours of Duty arrangements and on which days are to be availed of as ADO days. Such agreement shall not be unreasonably withheld by either party.
- (j) In order to determine the number of hours required to be accumulated by employees, the number of ADO days should be multiplied by the number of Ordinary Hours per day.
- (k) In determining ADO arrangements, wherever practicable, the principal shall:
 - consult on the requirement to work specific hours before directing an employee to work those hours;
 - where the working of particular hours is not suitable to an employee on a given day, take into account whether other staff are available and competent to perform this work;
 - take into account the needs of workers with family responsibilities or disabilities;
 - take into account occupational health and safety implications;
 - provide timely notice of the requirement to work in excess of Ordinary Hours; and
 - take into account the employees' current levels of Accumulated Time.
- (l) Accumulated Time shall only be granted to employees when it has been accrued unless agreed between the employee and the principal.
- (m) Any time rostered to be worked on sick leave, public holidays and special leave with or without pay will not be credited as ADO time. In the above circumstances, employees will be provided with the capacity to work additional time to enable ADOs to be taken with full pay.
- (n) Any ADO time rostered to be worked whilst on leave to claim workers' compensation must be credited to the employee's ADO balance. Provided that where the employee is subsequently absent on leave claiming workers' compensation during any agreed ADO days after being credited with ADO hours, the employee must be deemed to have taken those ADO days.
- (o) Where an employee has actually worked ADO hours and is subsequently absent on workers' compensation leave during any ADO days, the employee may take accumulated ADO hours at a time mutually convenient to the employee and the principal. No relief will be available in such circumstances.
- (p) Claims sent to WorkCover Queensland must only reflect the Ordinary Hours that the employee was rostered to work during any absence on leave to claim workers compensation.
- (q) The employer must ensure an employee who resigns, retires or otherwise ceases duty has utilised all Accumulated Time upon cessation of duty. In those circumstances in which an employee has a debit ADO balance upon separation of employment, an adjustment will be made to any remuneration from

- entitlements owing at that time.
- (r) Employees will however, have the ability to transfer Accumulated Time off between school locations.
 - (s) Employees without access to emergent/compassionate leave may access up to 3 ordinary days of ADO time in any one year provided that prior approval is obtained from the principal on each occasion. Arrangements to accumulate additional time to compensate for the leave must be negotiated.
 - (t) In exceptional cases, where actions by DET prevent a person accessing ADO time within the calendar year period, approval may be given to carry over the time that has not been exhausted into the next calendar year.
 - (u) To ensure that the interests of all parties are protected, the ADO arrangements and variations to those arrangements should be formally recorded.

PART 6: DET – STATE SCHOOLS PORTFOLIO

School support Staff of Other Educational Facilities, specifically:

- *Business Services Managers;*
- *Employees engaged under the Administrative Stream of the Queensland Public Service Officers and Other Employees Award – State 2015;*
- *Science Operations Officers;*
- *Employees engaged under the Technical Stream of the Queensland Public Service Officers and Other Employees Award – State 2015; and*
- *School Computer Technical Officers.*

6.1 Professional Development

6.1.1 School-based employees are entitled to equitable access to the professional development allocations at the school level for learning and development. Professional development training for all school staff will be incorporated into the school professional development plan.

Individual professional development plans will be negotiated and agreed between school support staff and their supervisors in accordance with the Developing Performance Framework to incorporate the following:

- employees will be provided with a minimum of two paid attendance days leave per year (or equivalent time) for the purpose of accessing approved professional development and training programs. Part-time employees will access this at a pro-rata rate;
- this two day entitlement may be inclusive of mandatory training if identified in the individual's professional development plan;
- in some areas and at some times operational convenience may require release during term time. Adequate travel time will be given for employees in remote and isolated sites. Consideration will be given to delivering alternative modes of training; and
- training will not be unreasonably withheld.

The parties continue to commit to identify and facilitate access to accredited training opportunities specific to the role of Science Operations Officer within six months of the certification of this agreement. Where accredited training opportunities specific to the Science Operations Officer role are not currently available, the parties will work together to develop such a program over the life of the agreement.

6.2 JEMS Processes

The parties agree to jointly review the application of the Job Evaluation Management Systems (JEMS) methodology as it relates to employees covered by this schedule and monitor the process and outcomes of individual JEMS applications through the ACC.

The Department will make every reasonable endeavour to ensure JEMS applications are processed in a timely manner.

Where an officer requests a JEMS evaluation of their position, the outcome of this evaluation does not form part of the Workplace Reform (WPR) process.

6.3 Administrative Assistance Enhancement Program (AAEP) Hours Guarantee

AAEP hours guaranteed and made permanent pursuant to clause 6.3 of the State Government Departments' Certified Agreement 2009 continue to be permanent and guaranteed under this agreement.

Administrative Assistance Enhancement Program hours will continue to be guaranteed when reallocated to existing or new administrative officers (AAEP).

No existing permanent part-time administrative officer (AAEP) shall have their weekly hours compulsorily reduced so that another administrative officer (AAEP) can have their hours increased / maintained.

In the event of a reduction in school's allocation of Administrative Assistance Enhancement Program hours, surplus guaranteed hours can be reduced within 4 weeks through:

- maintenance of guaranteed level of hours through the reallocation of "other" hours;
- voluntary reductions in guaranteed hours for work-life balance reasons;
- reduction in hours of work for casual staff; and
- required transfer within 50 minutes of the employees place of residence.

In addition to the information provided in clause 7.3 *Organisational Change and Restructuring* sub point (5) of the *State Government Departments Certified Agreement 2009*, the Department agrees to report to unions on a quarterly basis the ongoing length of service of all temporary and casual employees.

6.4 Employment Security Administrative Assistance Enhancement Program (AAEP)

Priority consideration for filling AO2 school-based administration positions is:

- a) current permanent AO2 AAEP employees are to be given priority consideration when a school becomes eligible for an AO2 full-time equivalent (FTE) administrative officer due to the increase in student enrolments;
 - Where more than one AO2 AAEP is eligible for priority consideration the position is to be offered to both employees on a permanent part-time job share arrangement or;
 - Where agreement cannot be reached a closed merit selection process is to be undertaken.
- b) required transfer;
- c) compassionate transferees (exceptional hardship);
- d) requested transferees; or
- e) proceed to an open merit selection process.

6.5 Pay Levels of Newly Appointed Science Operations Officers

The appointment of external applicants (that is an applicant who is not already an officer) may be to a pay point within a level based on recognition of skills, knowledge and abilities of the applicant.

To promote flexibility within appointment decisions, all vacant Science Operations Officer positions shall be advertised at the combined OO2 / OO3 level. This will enable the selection panel to negotiate salary levels with external applicants based on a similar pay range that applies under the administrative stream.

An external applicant with a relevant degree qualification shall be appointed at OO3 (4), this being equivalent to the pay level of appointments of applicants with a degree qualification under the administrative stream.

6.6 Science Operations Officers - Classification Structure

Science Operations Officers' progress in accordance with the following:

Employees identified for Red Circling in accordance with the *State Government Departments Certified Agreement 2006* and who were employed as a Scientific Assistant as at 2 May 2005 continue to apply the Red Circling arrangement. This arrangement allows for an OO3 paypoint 4 employee, following 12 months service, to receive an equivalent salary to OO4 paypoint 1.

Certificate III qualifications are required to advance to OO3 level (excluding those employees identified for Red Circling). Advancement to OO3 will be automatic once one year has been completed at OO2 paypoint 4 provided the qualification is obtained prior to the date of advancement.

Access to the qualification allowances (or equivalent increment) will be in accordance with the Agreement criteria for Recognition of Accredited Qualifications.

Level	Paypoint	Wage per fortnight* / Requirements
OO2	1	1693.90
	2	1735.20
	3	1777.40
	4	1819.50
Certificate III Allowance	\$20	1839.50
Certificate III Barrier		12 months service at OO2-4 plus Certificate III / RPL [^]
OO3	1	1845.20
	2	1879.20
	3	1917.20
	4	1957.20
Certificate IV Allowance	\$41.50	1998.70
Certificate IV Barrier		12 months service at OO3-4 plus Certificate IV / RPL [^] plus merit selection
OO4	1	2040.20
	2	2106.80
	3	2173.80
	4	2239.90
Diploma Allowance	\$42.80	2282.70

[^] RPL – Recognition of Prior Learning

* Above pay rates based on 1 August 2009 rates and will increase as per this agreement.

Basic Criteria

- Certificate III / Recognition of Prior Learning (RPL) is required to advance to OO3 following 12 months service at OO2(4).
- Certificate IV / RPL is required to advance to OO4 after 12 months service at OO3(4).
- Performance of duties at OO4 for positions to be made available.
- Merit selection for positions at OO4.

6.7 Business Services Manager (BSM) Broadbanding Arrangements

Broadbanding of Business Services Manager (BSM) positions will involve the grouping of adjacent bands in order that a person appointed on merit or transferred at level to a school with a particular classification of BSM may progress to the higher classification in cases where the position has been re-evaluated to a higher classification;

Provided that such progression will not be possible where the position is reclassified from level 5 of the

administrative stream to level 6 of the administrative stream;

Provided further that a BSM shall be eligible for only one such progression in accordance with this provision without an appointment to a higher classification through a merit selection process.

PART 7: DET – STATE SCHOOLS PORTFOLIO

School support Staff and Employees of Other Educational Facilities, specifically:

- *Schools Officers;*
- *Agricultural Assistants;*
- *Unit Support Officers;*
- *Support Officers;*
- *Boat Officers; and*
- *Marine Program Officers.*

7.1 Professional Development

The Department commits to continue an induction program for Schools Officers in consultation with unions, including with regard to scope, content and delivery.

School-based employees including Schools Officers are entitled to equitable access to the professional development allocations at the school level for learning and development. Professional development training for all school staff will be incorporated into the school professional development plan.

Individual professional development plans will be negotiated and agreed between school support staff and their supervisors in accordance with the Developing Performance Framework to incorporate the following:

- Employees will be provided with a minimum of two paid attendance days leave per year (or equivalent time) for the purpose of accessing approved professional development and training programs. Part-time employees will access this at a pro-rata rate.
- This two day entitlement may be inclusive of mandatory training if identified in the individual's professional development plan.
- In some areas and at some times operational convenience may require release during term time. Adequate travel time will be given for employees in remote and isolated sites. Consideration will be given to delivering alternative modes of training.
- Training will not be unreasonably withheld or approval unreasonably withdrawn.

PART 8: DET – STATE SCHOOLS PORTFOLIO

Schools Officers

8.1 Hepatitis A & B Vaccinations

The Department is committed to the full implementation of its Infection Control Policy, which includes vaccination procedures for Hepatitis A and B. In acknowledging this policy, the Department will facilitate and pay for the cost of Hepatitis A and B vaccinations for all schools officers, upon request.

It is agreed that should any schools officer receive a vaccination and subsequently resign within three months, the Department may, at its discretion, deduct the cost of such vaccination from the schools officer's termination pay.

8.2 Schools Officers - reviews and consultative arrangements

The parties agree that the ACC or a subcommittee will, with respect to employees covered by this schedule:

- consider outcomes of the Work Level Standards Trial, to ascertain whether the Department's currently available JEMS process for Schools Officers is able to be modified or complemented by other forms of job assessment
- consider the trial of a Schools Officers network undertaken under the State Government Departments' Certified Agreement 2009 and any outcomes that could be implemented.
- monitor the general application of the currently available JEMS methodology to individual employees who request a JEMS evaluation of their role; and
- consider other matters as agreed between the parties.

PART 9: DET – STATE SCHOOLS PORTFOLIO

Therapy Services

9.1 Career Pathways, Support Structures and Service Delivery

9.1.1 Review of Career Pathways and Support Structures

The parties agree, through the ACC, to consider career pathways and support structures and the review undertaken under the State Government Departments' Certified Agreement 2009 and any outcomes that could be implemented.

Further, the department supports the provision of these items to therapists and support options for better implementation and monitoring of these items during the life of the agreement.

- (a) Research in therapy in education;
- (b) Therapists to have appropriate access to administrative support;
- (c) Access to an appropriate work area (including a desk, chair and computer) at non-base locations for therapists;
- (d) Access to vehicles or appropriate compensation such as the Directive relating to kilometric allowance as issued by the industrial relations minister in accordance with section 54(1) of the *Public Service Act 2008*;
- (e) Consider other matters as agreed between the parties.

Additionally the Department will ensure the immediate provision of resources necessary for therapists to perform their duties including information and communication technologies (hardware and software), including laptop computers.

9.2 Attraction and Retention

The Parties will review strategies for the attraction and retention of therapists during the first 12 months of the agreement.

9.3 Professional Development

The Department will identify the specific professional development needs of therapists and facilitate appropriate access through leave arrangements and local and regional support. This professional development need may exceed the minimum entitlements below but should not provide a lesser entitlement than that which is provided for Therapists in Education below.

The Department is prepared to recognise an entitlement of a minimum of 2 days of general professional development time. This time may be taken in blocks of time based around the professional development activity or activities.

In addition, therapists will be granted a further entitlement of up to 3 days of professional development for

registration and / or continuing professional competency and / or service provision. This entitlement will only be for approved activities.

This time may be taken in blocks of time based around the professional development activity or activities. Parameters which may include guidelines and / or lists, of appropriate professional development for registration and/or continuing professional competency and / or service provision

For school-based therapists, this may comprise professional development activities scheduled during school vacations, but where appropriate approval is obtained and subject to operational needs, the activity may be undertaken during a school term.

Professional development activities may still be undertaken voluntarily outside rostered duty time during school terms.

Reasonable travel time in excess of that normally taken by the employee to travel to work will be recognised.

PART 10: DET – STATE SCHOOLS PORTFOLIO

School support Staff and Employees of Other Educational Facilities, excluding those Employees covered under Professional Development clauses within this Appendix

10.1 Professional Development and Training

The parties agree that quality professional development and training are essential for employees to maintain appropriate skill levels and to efficiently and effectively respond to the changes in the workplace.

The parties agree that the professional development and training agenda is an essential component of school-based management. The provision of quality professional development and training will assist all staff in efficiently and effectively responding to the challenges of Queensland school-based management.

Wherever practicable, for all other school staff, professional development and training should generally occur outside student contact hours but in normal working hours within school vacation periods. Staff and their supervisors should establish appropriate mechanisms to plan and access programs designed to increase skill levels.