

# Together Submission: Review of School Resourcing

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August 2015



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# 1. Introduction

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Queensland state schools can and do provide the best educational start to all Queensland students. The Department of Education and Training is delivering a first class education system and is continuing to improve to be the leading education system both in Australia and the world.

World class education for our young people ensures a better, more productive and healthy future for our whole society. Quality education matters and quality state school education matters more than any to ensure that all Queensland students have the best start and opportunity in life.

We know that the Queensland Government is committed to providing the best education system and opportunity for Queensland students. In order to support their goals of achieving a world's best education system further work must be done on how Queensland schools are resourced and staffed.

As the Departments website states:

*The Department of Education and Training is committed to ensuring Queenslanders have the education and skills they need to contribute to the economic and social development of Queensland.*

*The department delivers world-class education and training services for people at every stage of their personal and professional development. We are also committed to ensuring our education and training systems are aligned to the state's employment, skills and economic priorities.*<sup>1</sup>

Providing the critical support staff to manage the school facilities, finances and non-educational matters, speak to the aims of the Palaszczuk government's policy of "Letting Teachers Teach".<sup>2</sup>

Without facilitating better local management of our school facilities and school administration, we will not see the benefit of increased investment in schools creating great educational outcomes for students.

Adding more responsibility to school principals for the day to day running of administration and financial systems in the school leaves them little time for educational leadership and curriculum work. This is not a sustainable system for our schools and if these issues are not addressed it will lead to the downfall of our great state school system.

Empowering the support staff in schools and recognising the need to appropriately resource these functions will provide better financial and educational returns. Letting teachers teach, administrators administer, science operations officers deliver technical support and facilities staff provide great facilities to support the education of our young people, will ensure our system is efficient and effective.

Together welcomes this opportunity to provide a submission to the Minister as part of the Review of School Administration and Support. We acknowledge the great commitment of Minister Kate Jones to finding a way to manage this challenge and meet the aim of ensuring "that principals and teachers have the support they need to do their jobs, and administrative staff such as Business Service Managers are properly rewarded for their important work."<sup>3</sup> We thank the Minister for receiving this submission and for making this Review a priority for the Government.

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<sup>1</sup> <http://www.deta.qld.gov.au/>

<sup>2</sup> See Attachment 1: Queensland Labor Policy Announcement, 2015 State Election, released January 2015: "Letting Teachers Teach: Building a Modern teaching profession"

<sup>3</sup> See Attachment 1: As per note 2.

## 2. History and Background

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The current model for allocating school support staff (the non-teaching public service positions in schools), was originally designed in 1989. The model allocates these staff on the basis of student enrolment numbers with particular cut off points on student numbers equating to whole positions.<sup>4</sup>

Together, formerly the Queensland Public Sector Union (QPSU) has represented school support staff who are public servants throughout this period.

The roles of school Registrars (now Business Services Managers), Administrative Officers (AAEP/AO2s), Scientific Assistants (now Science Operations Officers), Janitor-Groundsmen (now Schools Officers – Facilities and Grounds), Agricultural Assistants, Information Technology staff, Boating Officers, Unit Support Officers and others have not just changed in name but significantly the roles have changed and evolved to take on more and more responsibility.

The move towards “school-based management”<sup>5</sup> or school autonomy across successive Governments and the decreasing role of the central agency to manage finances and facilities in individual schools since the late 1990s has accompanied these changes.

Further, the rapid advances in information technology and equipment have created new educational tools and financial and accounting tools which require ongoing support and management.

It is notable that there is no allocation for information technology (IT) or information technology systems support staff in the current school staff resourcing model.

The model was designed before the internet was widely used and certainly long before students were encouraged to “bring your own device” to school. Supporting classroom learning with an appropriate IT network is critical in the 21st century educational setting.

Together, then QPSU, has raised issues regarding increasing work complexity and high workload in relation to the inadequate current school resourcing model for many years.

As the QPSU these matters were raised at Agency Consultative Committee Meetings, Ministerial Briefings<sup>6</sup> and in industrial negotiations in enterprise bargaining.

The 2006 collective agreement saw some adjustments for Scientific Assistants moving to Science Operations Officers.<sup>7</sup>

Collective bargaining negotiations resulted in several other industrial commitments to address the inadequate model including:

- A Schools Officer “Network Trial”<sup>8</sup>;
- A “Joint Reference Group” to progress issues identified in the Business Services Managers Workload Survey 2009, to undertake a JEMS or similar process for BSMs and other matters<sup>9</sup>;
- Maximisation of permanency for AAEP/AO2 staff<sup>10</sup>; and
- further matters pertaining to Science Operations Officers and resources for Therapists.

The Union undertook extensive work with the Department on all these projects in good faith however little to no system changes occurred.

The only way incremental change happened was through the “Workplace Reform” program, part of “school-based management” – however progress was severely limited by the inadequacy of the base funding model and a prevailing view that the school was disadvantaged by abiding by appropriate industrial and pay equity principles – that is, the critical dilemma of: “we need to fund appropriate pay levels or additional staff from the existing budget – what else could we cut?”

It was often the staff themselves who would refuse to make application for an appropriate reclassification because they did not wish to

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<sup>4</sup> See Attachment 2: Current School Resourcing Guidelines

<sup>5</sup> See Attachment 4: State Government Departments Certified Agreement 2009, Appendix 7 – Department of Education and Training (DET) (excluding TAFE Institutes), Part 3, Section 3.4.1 and 3.4.2, Page 80.

<sup>6</sup> See Attachment 9: Briefing to Minister Geoff Wilson, Minister for Education and Training in the Bligh Labor Government, presented on 26 March, 2009.

<sup>7</sup> See Attachment 3: State Government Departments Certified Agreement 2006, Appendix 11 and Appendix 13, pages 69-75.

<sup>8</sup> See Attachment 4: Note 4 above; Part 9, page 92.

<sup>9</sup> See Attachment 4: Note 4 above, Part 6, pages 88-89

<sup>10</sup> See Attachment 4: Note 4 above, Part 6, page 89

## 2. History and Background (continued)

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put the school budget in jeopardy by being appropriately remunerated.

During the term of the Newman Government there were considerable job cuts in central and regional office. These job cuts impacted on school workloads, for example, the loss of School Cleaning Advisor positions has meant that now BSMs need to take on the complex research tasks around appropriate cleaning materials and purchasing, mandatory training every twelve months in workplace health and safety and equipment and chemical use, and managing complex workers compensation claims which used to be centrally supported.

The Newman Government did however recognise the inadequacy of the current school resourcing model and when approached at a “Community Cabinet” meeting on 19 October 2014 by a delegation of Together members the then Minister for Education Training and Employment John Paul Langbroek informed delegates that he was putting forward a proposal to cabinet for a review and that he had commissioned consultants to review the model. Director General Mr Jim Watterston was at the delegation and part of this conversation.

During December of 2014 Together delegates approached then Opposition Education Spokesperson Dr Anthony Lynham to seek the support of the Opposition to a review of the current model of school resourcing.

The Together delegation stressed the need to address both the workload and work value issues in order to keep our schools functional and to be able to attract and retain the requisite staff to manage educational facilities.

Minister Lynham was presented with the evidence and undertook to provide a response. The resultant policy announcement from the then Opposition in January 2015 during the state election was a welcome acknowledgement of the key issues as presented and recognition of this growing problem that must be addressed.

In the following submission Together will address the key roles which fall within the scope of this Review and make recommendations for the consideration of Government as to how to address current issues.

The submission follows this pattern in the hopes of telling the story of each workgroup effectively.

For further information, background or history on the industrial negotiations pertaining to this submission please contact:

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### 3. Specific Roles and Recommendations

#### 3.1 Business Services Managers (BSM)

The role of the Business Services Manager (BSM) in the school is a critical role to support the functioning of the school, the good governance of the school and provides essential facilitation of quality educational outcomes for Queensland students.

The role of BSM has evolved significantly over time. Additional responsibilities have been added to the role and there are now multiple, complex systems to manage. The move towards school-based autonomy has had a significant impact on the increased responsibility in these roles. BSMs are essential to the effective functioning of our state schools.

Without the role of a BSM Principals would be responsible for, and undertaking extraordinary administrative tasks, financial and facilities maintenance, human resource management responsibilities for non-teaching staff, and other critically important work such as the managing of school grants and funding applications. Principals do not have the time to undertake this work along with their management of teaching staff, pastoral and leadership role with staff and students, management of relationships with the parent community, and other critical educational leadership functions.

It is also notable that there is reduced support provided by the Regional offices to schools in the functional areas undertaken by the school support staff, particularly BSMs. While Finance and HR advisors exist, School Cleaning advisors were cut during the previous Government and there is no significant support for programs such as “Direct to Market” where schools are now able to seek external quotes for facilities work and maintenance, as QBuild (now Building Asset Services or BAS), was also largely dismantled under the former Government and they are no longer a mandated service provider for schools. This adds significantly

to the complexity and financial and facilities management of the role.

BSMs are the line manager for non-teaching staff in the school. They also manage financial affairs, facilities, and human resources. They are often the rehabilitation and return to work coordinators, WH&S officers and manage many parent relationships and support key committees such as P and C’s or School Councils.

Together, along with the School Business Managers Association Queensland (SBMAQ), has been raising the issue regarding appropriate classification of BSMs and workload issues for BSMs over many years. It is anecdotally acknowledged across the Department the role that these workers play is essential and drastically under-classified in remuneration compared to similar roles in other Government agencies.

Qualitative research has also been done in this area regarding workloads and appropriate remuneration.

In 2008 the University of Queensland delivered one of two reports on the issues of workload for BSMs.<sup>11</sup>

The second report commissioned by the SBMAQ which was undertaken by the University in 2014 notes in it as the first “Key Finding” that BSM working hours had again increased in the intervening 6 years between reports.<sup>12</sup>

The second report also notes in “Key Findings” the following (emphasis added):

- *Satisfaction on a broad range of aspects of employees’ working lives was examined. Satisfaction across all aspects, except job security, has increased between 1 and 24 percentage points since 2006. Most BSMs were satisfied with the creative and challenging aspects of their work, especially the intellectual challenge and degree of independence they have. While BSMs are not wholly dissatisfied with their jobs the areas of greatest concern to the majority were to do with their salary level*

<sup>11</sup> See Attachment 5: *Business Services Managers’ Workload Survey*, University of Queensland Social Research Centre 2008

<sup>12</sup> See Attachment 6, *University of Queensland Report, the “Queensland School Business Managers Wellbeing Survey”, July 2014*, The University of Queensland’s Institute for Social Science Research (UQ ISSR)

### 3. Specific Roles and Recommendations (continued)

*commensurate with responsibilities, their workload and their hours worked. Job security has made a significant decrease (30 percentage points) since 2006.*

In the State Government Departments Certified Agreement 2009, Appendix 7, Part 6 applying to Business Services Managers, a commitment was made to establish a Joint Reference Group.

See below excerpt from the Agreement:

#### 6.2 Consultative Arrangements

*The parties agree to establish a Joint Reference Group with respect to employees covered by this schedule to:*

- *develop and implement a suite of initiatives, within 12 months of the certification of this agreement, to address workload management issues including those identified in the findings of the Business Services Managers Workload Survey 2009;*
- *monitor the application of the currently available Job Evaluation Management System (JEMS) methodology as it relates to employees who request a JEMS evaluation of their role;*
- *consider the ongoing appropriateness of funding arrangements with respect to staffing allocations within 12 months of the certification of the agreement; and*
- *consider other matters as agreed between the parties and the parties agree to review the terms of reference of the Joint Reference Group 12 months after the certification of this agreement.*

The Joint Reference Group will operate for the life of this agreement utilising principles of Interest-Based Bargaining (IBB) and will consist of representatives of all parties to this schedule.

Agreed outcomes of the Joint Reference Group will be recommended to the Director-General for approval.

Should agreement not be reached on particular matters, the union reserves its right to inform the Director-General of their position.

The Joint Reference Group is to convene

within one month of the certification of this Agreement to establish governance processes with meetings to occur at least twice a term or more often as required.

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.

We have been provided with a copy of the report dated 6 May 2014 addressed to Ms Nicky Logue, Senior Human Resource Consultant, entitled “JEMS Work Value Assessments – Business Services Manager Roles”. The document as provided to Together is listed as Attachment 7. Despite the process of those schools evaluated by Mercer being run without interviewing incumbents in the positions or appropriate input as per the agreed Review proposal 2011 the report does indicate that positions are under-classified and that they should be upgraded. Together believes if the original agreed process was followed this may have occurred in even more cases.

“Attachment D” in the provided documentation (Note: Attachments A, B and C were not provided to the Union) sets out a table of results of 124 assessments which were conducted across 122 schools. 122 assessments refer to BSM position descriptions. Further, this data provides that 86 positions were evaluated at a higher level. 84 of those one level higher, 2 other positions were evaluated two levels higher than provided for in the current allocative model. There were two reports “pending”. This represents over 70% of BSM positions in schools evaluated by Mercer being under-classified as per the current school resourcing model.

We also believe that the positions evaluated in this report have not all been advertised or opportunities to “broadband” to the

### 3. Specific Roles and Recommendations (continued)

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higher level determined by Mercer have not been offered to incumbents. This is a further example of industrial practice by the Department not meeting best practice or basic principles of fairness and wage justice for this workforce.

#### **Special Schools**

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Special Schools present a unique opportunity with usually a smaller student population but a much larger Teacher Aide workforce to manage as well as additional facilities requirements, grants management and program support to be managed.

Special Schools are allocated an AO3 BSM or Administration Officer AO2 position however this officer can often be the direct line manager for more than 65 other non teaching staff. Managing rostering, return to work and rehabilitation, often with staff at higher risk due to the work environment. These are just some of the issues as to why these positions are under classified and under resourced.

#### **State Schools**

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Currently a state school is not entitled to an AO3 BSM until the student population reaches 301 students. An AO3 BSM equates then to a “charge rate” of 54 hours against the AAEP budget then for every allocation of a BSM when enrolment reaches over 600 students. Moving between 600 students to 601 students costs the school administration time and does not change the workload or complexity. Although the school community has worked hard to increase enrolments, when the school reaches over 600 enrolments, the school is penalised and loses 17.5 administration hours. There is no incentive for the school to grow as the staff will then be disadvantaged.

The management of significantly more Teacher Aides occurs in primary schools to secondary schools.

Additional Teacher Aide hours were added to the resourcing program with the introduction of the Prep Year however there was no change in the classification or any additional resource

for BSMs or administrative staff. This is a significant additional HR workload.

In teaching principal schools there is likely to be no BSM, but a part-time AO2 resulting in an excessive administrative load on the teaching principal who also has significant educational responsibilities. Small school AO2s have BSM clearance in OneSchool and are still required to manage HR, finance, asbestos management as well as parent relationships and contact as well as assisting students. These positions are wholly under-valued and staff are consistently reporting that they donate many hours to the school to assist the students, parents and Principal, well outside their allocated hours and appropriate pay levels.

#### **Secondary Schools**

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Secondary schools have an allocation of an AO3 BSM as a minimum. The linkage of other administrative office staff to Science Operations Officers will be discussed in later sections. This causes workload issues for BSMs in secondary settings.

BSMs in secondary schools often have additional role responsibilities in liaising with third party service providers. Many high schools provide links to TAFE and other night school functions.

Again the charge rates for BSMs in secondary settings is for 54 hours from the AAEP budget, this must be addressed.

Based on extensive research work undertaken, survey responses, JEMS evaluations and independent reports, Together recommends the following amendments be made to the school resourcing model.

#### **Recommendations:**

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1. Schools with enrolments of 299 or below should be entitled to an AO3 BSM.
2. BSM classification levels should be set in line with school banding and should be reviewed with a view to increasing the classification levels. For example regardless of the school sector, all BSMs in a Band

### 3. Specific Roles and Recommendations (continued)

11 school should be classified at the same level. At the moment Band 11 High Schools are classified AO6/AO5, Band 11 Primary Schools are AO5/AO4 and Band 11 Special Schools are AO3. This model is completely obsolete and does not reflect the needs of schools in 2015. As a result we believe the model needs to take into account role complexity, responsibilities of the position including recognition of the facilities, finance and HR management performed and other factors such as low socio-economic status, LOTE and Indigenous population at the school and not on the numbers of students in a school.

3. BSMs should be replaced immediately if on leave, there should be a relief arrangement similar to teaching positions.
4. Improvements in classification levels for BSMs should allow existing staff to “broadband” in to those roles rather than a “spill and fill” process as a result of this Review and any recommendations being accepted.

#### 3.2 Administrative Officers (AO2/AAEP)

Like the Business Services Manager position, Administrative Officers or staff undertaking work as AAEP’s (AO2’s) also provide an essential function in schools.

In small schools where a Business Services Manager has not been allocated, an AO2 performs the functions of this role. The classification level of an AO2 to perform supervisory tasks, financial management and facilities management, is inappropriate and this should change.

A single administrative officer, often part-time, provides an essential business management function in small schools.

As one Administrative Officer who works 25 hours a week in a small rural school

explained “*I have trained a succession of Band 5 Principals in how to do school budgets and manage departmental systems and to manage support staff*”, this officer has done this for 25 years and works at another school in order to fulfil her need to have a full time job. When this officer retires filling the position with someone who possesses the necessary skills will be incredibly difficult at a part-time AO2 level.

Another officer who similarly works across two small schools noted the following:

*“I’ve noticed recently the increased workload on teaching principals due to increased accountability requirements surrounding best practice in the classroom, which is great, but it is pushing even more work back to us. They’re doing more, we’re doing more and there has been no change to allocations to support this. I firmly believe there has to be a modernisation of how primary schools are structured. I think this can be successfully implemented by recognising the job we really do and treating what we do as an integral part of the functioning of the school, not just some sideline job where we waltz in and pay the bills and sort the HR out and then leave after a couple of hours work. So often it is just the principal and I sorting out all sorts of things from staffing, to how to support a struggling family, to grant acquittal and budget management to project management.... the list goes on.”*

These examples speak to the difficulty and under-resourcing provided in the current model. While a “Workplace Reform” or other strategy could be employed to upgrade the role and make it full time, then resources will need to be taken from elsewhere and in small schools there is very little “else” to reallocate. The model must be addressed and the minimums lifted.

Here Together refers to recommendation 1 where every school should be entitled to a full time AO3 BSM.

The current model of hours provided for administrative support is insufficient.

The increase in data management, facilities and financial management and parent/ guardian contact means that the current allocation of

### 3. Specific Roles and Recommendations (continued)

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administrative support does not allow enough time to complete these tasks in allocated hours. Administrative staff are then working additional hours (above normal ADO), or other staff in the school are absorbing this workload.

In many schools Teacher Aides can be found working in administrative officer roles, full time, in order to manage the workloads in the office.

Further, the work being performed by administrative officers is largely unsupervised and can involve complex tasks and supervisory functions. This is outside the scope of an AO2 role description.

Work performed by AO2s in schools when compared with work performed by AO3s elsewhere in the Department and in other Departments such as Queensland Health is at a higher level. Position descriptions for AO3 staff in Queensland Health working in medical records, ward clerks and other roles are evaluated at AO3. These roles do not include many of the complicated tasks performed by AO2s in schools who undertake supervisory work, directing cleaning staff, rostering teacher aides and undertaking performance reviews with these staff, these comparable roles also do not include financial management responsibilities. The comparable roles do include comparable management of complex systems and interaction with a wide cross-section of the public and people in distress.

Members have also raised concerns regarding small schools where the teaching Principal may be the only adult on site without anyone else for large periods of time. In rural and remote areas, where this is most likely, it is risky to have someone working alone, if the teaching Principal is injured or needs assistance and is the only adult on site this poses a risk.

#### **Special Schools**

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As with the outline of duties noted for BSMs, administrative officers in special schools take on different work in assisting with managing

rosters, dealing with additional grant money and often are required to adopt unique tasks to assist the BSM such as finance work. These officers may also be required to assist families with more complex enquiries and additional support via the school office. Managing appointments with therapy staff onsite and offsite is an additional workload for these officers.

#### **State Schools**

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As noted above state schools have AO2 officers until they reach 301 students.

Therefore AO2s are performing the role of a BSM however being remunerated as AO2s.

A notional change in 50 or even 5 students does not change the complexity of the role or the need to have a BSM position to assist Principals in managing these schools.

These significant educational facilities still require management and an entire budget needs to be prepared and managed. Similarly teacher aides, facilities, grounds, IT and cleaning staff need to be hired, managed and provided with support.

The results for the school when successfully reaching an enrolment of 601 students is then worsened when the “charge rate” of 54 hours is applied to the AAEP budget. Effectively robbing the school of important support hours.

These “bumps” in the model as it currently exists around arbitrary cut-offs, create issues at every stage.

Schools rely on a constancy of resources and when enrolments grow workloads do not decrease.

#### **Secondary Schools**

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Administrative officers in secondary schools are often undertaking unique tasks or functions, such as sole responsibility for financial processing, or human resources activities. The BSM roles can often be classified at much higher levels, for example AO6 or AO8, with the next classification

### 3. Specific Roles and Recommendations (continued)

provided for an AO2.

These staff are working well above an AO2 level and reporting to managers many levels above, providing significant issues for succession planning and career paths for staff.

This is an ongoing issue for capability development in schools, particularly in the coming years as we will see a significant number of the workforce retire.

In schools with an AO8 BSM it is reasonable to expect that an AO6 Finance Manager, perhaps someone with accounting qualifications, is required and most likely an HR Manager as well. This provides a career path, an ability to deliver the necessary services and remunerating these roles appropriately to attract and retain qualified staff to do these important jobs.

The addition of Special Education Units in secondary schools can also add complexity to the roles of the AOs in these schools.

It is very common for teacher aides in secondary schools and even science operations officer positions to be utilised in the school office in order to manage workloads. This is an inappropriate reallocation in accordance with the current model and does not allow for accurate workforce planning however it demonstrates the workload demand.

Similarly, many secondary schools also facilitate additional teaching and learning opportunities with night schools or external organisations using the school for classes or functions at night or on the weekend. Booking and managing these programs and maintaining an office to staff them creates additional workload and task complexity for AOs in a secondary school setting.

#### **Recommendations:**

5. Employ all administrative officers in schools at base-grade as Administrative Officer Level 3 (AO3).
6. Review the minimum hours for administrative officers allocation and

increase it.

7. Following the completion of 12 months service in a school AAEP officers should be permanently appointed.
8. Replace administrative staff immediately, as with teaching staff.
9. Decrease the “charge rate” to the AAEP budget to only the equivalent of the full-time hours each time an additional enrolment merits a new position. Do not decrease the overall hours with increased enrolment.
10. It is imperative to ensure that there are clear career paths and classification structures in schools. The current allocation at the highest classification level – AO6, the next classification level is AO2. The AO6 has no opportunity to delegate duties to the AO2 and there is no opportunity for upskilling and succession planning. Schools with higher BSM classification levels should have at least 1 classified officer underneath them to encourage a clear career path.

#### **3.3 Schools Officers - Facilities and Grounds**

Schools Officers perform a critical function in schools. They provide the safe and secure physical learning environment for students and staff and provide essential support to teaching staff in running events, setting up facilities and maintaining our valuable educational facilities.

The value of schools officers and the vital role they play is not recognised in the current model for school resourcing.

The positions are classified as Operational Officer Level 2 (OO2) and for many schools, despite building numbers or grounds size, the allocation of schools officers is enrolment dependent.

The recognition of these roles as key custodians in educational facilities and the

### 3. Specific Roles and Recommendations (continued)

people who maintain valuable resources for the Department and the community is lacking.

Over many years the appropriate classification of Schools Officers has been discussed. Together members and representatives advocate that given the role these staff perform, which is both complex in task diversity including the management of facilities, compliance with complex Departmental policies and financial responsibilities. This means that the OO2 classification is inappropriate.

These roles should be reclassified and increased to a minimum base-grade OO3 with the opportunity for progression where other duties are added. The performance of a coordinating function with other schools and staff would be best remunerated as OO4 or OO5 as with similar roles in other Departments.

In 2006 agreement was nearly reached surrounding the transition of schools officer roles to higher level classifications (OO2 to OO3) in a staged fashion, however unfortunately this agreement did not eventuate.

The Department undertook a “Network Trial” as per the State Government Departments Certified Agreement 2009 and a draft report was produced following the trial see Attachment 11.

The draft report does not acknowledge many of the potential cost savings and it is the view of Together had the trial had the full 6 months to operate it would have proven wholly successful.

The feedback documents from schools are largely glowing in their praise and the benefit to individual schools by performing tasks across the system is demonstrated in savings of over \$45,000 from just 12 jobs. The addition of savings from the bulk purchasing capacity that was identified for these schools showed a potential further saving of \$95,000 – this was not effected as explained by one

of the coordinators as the introduction of OneSchool at the same time as the trial, and without enough lead in time, BSMs and Principals were not able to fully utilise the benefits at the time.

Noting these issues with the small trial undertaken, with further development this model could provide enormous benefits for the Department and a career path for these staff. See recommendation 13 outlining that establishing these roles in a permanent capacity in many areas would be of great benefit in achieving the goals of saving money and building capability.

This recommendation is also linked to recommendation 12. The results of the small trial undertaken show the great benefit which could be derived from bulk purchasing and shared tools/ equipment processes. This would be particularly beneficial to smaller schools where they do not have access to large equipment such as tractors or important power tools to undertake essential maintenance.

There is a clear issue and anomaly in the current model regarding the nature of these roles and their facilities maintenance and management focus. This does not equate to allocating these roles to schools on the basis of enrolment numbers alone.

While student enrolment and activity has an obvious impact on “wear and tear”, along with the requirement for facilities to be set up and packed down, there are critical roles to be performed in managing departmental facilities regardless of use by 100 or 200 students.

Primary (state schools) in many areas are facilities which require significant upkeep as the buildings may have been in place for many years however without a sufficient allocation of maintenance staff they are falling in to disrepair and this is costing the Department more in the long run.

In Special School environments it is often the schools officer who takes on additional

### 3. Specific Roles and Recommendations (continued)

duties in relation to making facilities safe for a specialised student population, maintaining better fencing, safer pathways and additional resources for teaching and learning. Schools Officers in these schools are also often assisting with transporting students and providing maintenance for mobility aids, for example, wheelchairs, and building and maintaining specialist equipment to assist teaching and therapy staff.

While these facilities may be smaller the additional duties mean that a full time officer is required. There has been recognition of the need for additional hours (or a grant) where a school has a pool to maintain, however there are often other complex factors such as the topography of the grounds, complexity of buildings and maintenance that should also be considered. This is why Together sets out recommendation 12 relating to the allocation of staff not simply linked to student numbers, but other important factors in the ongoing facility maintenance of schools.

#### **Recommendations:**

11. Reclassify the positions to ensure there is a 'base grade' of OO3 for all schools officer positions with a view to progression and career path opportunities to higher levels in the Operational or Technical stream. Consideration should also be given to those long-serving officers on appointment to higher levels that their increments reflect their years of service, i.e. A translation to OO3(4) rather than OO3(1).
12. Allocate staff according to size and complexity of grounds, facilities, projects, topography and climate – resulting in increased staffing allocation to maintain quality facilities over time.
13. Ensure network opportunities for bulk purchasing and sharing of resources such as heavy machinery, power tools and other resources to maximise efficient use of Departmental resources
14. Introduce “Facilities and Grounds”

advisors and network capacity for professional development, bulk purchasing and equipment sharing arrangements. This will also allow for a “blitz” capacity for larger jobs that may require more than the regular allocation of labour to one school.

15. Include Schools Officers and advisers early in the planning processes for facilities maintenance and project management. Their technical expertise and guidance is invaluable in ensuring the most efficient and cost effective ways to manage educational facilities.
16. Schools officers should be replaced immediately if they are on leave.

#### 3.4 Information Technology Support Staff

In the current model and source documents for school support staff, there is no guidance or allocation for information technology staff (IT).

The model was created long before the teaching and learning requirements which now exist around the use of technology and policies such as “bring your own device” to school.

For institutions as large as schools are, with the requirements for teaching and learning resources to be networked, managed and kept safe, it is essential that schools are supported by qualified IT staff who have a sound understanding of educational environments and what is required.

There are hundreds of staff providing this function across our state schools now. However, there is little to no focus on their training, their classification levels or their workloads.

The grant model has allowed an evolution of a de-regulated and in many cases inefficient program of recruitment and selection, or different outsourcing or contracted arrangements with individuals or firms.

### 3. Specific Roles and Recommendations (continued)

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An original approach in each school is not facilitating cost-effective processes and is not building capacity across the system.

Essentially, Principals and BSMs are finding new ways to get work done, however in having to find unique ways to provide these essential services, economies of scale and support are sorely lacking.

The workers in this field are also disadvantaged by, in many cases, being inappropriately classified and without permanent employment.

Security around workload is guaranteed. We are unlikely to experience a revolution in educational practice that takes us away from using IT in teaching and learning. It is more likely to be that “digital disruption” means we experience another evolution of technology and the need for more support, not less.

Permanency of tenure and secure models of employment whether single or multi-campus must be developed for IT support staff.

Small schools could share an officer, some already do, and this allows the IT manager who is familiar with policies, programs and procedures in schools to enjoy full time and secure employment, and also assist schools.

The workforce recommends an assessment of workload and staffing requirements be based on the number of devices/computers managed in the school rather than student numbers alone. Further, an assessment of the programs to be managed or installed on these devices is also important. This group also recommend mapping out the long-term technological goals for the school and incorporating them when employing an officer who can meet those needs.

Staff in this area are often without permanent employment and this issue must be addressed.

In addition the majority of staff surveyed indicated they are under classified for the roles they are performing.

Networking and providing ongoing training

for this group of staff would prove invaluable for the Department as efficiencies would grow and the internal knowledge base can be shared and developed.

There are also significant system issues currently being created when changes to the IT environment occur without school staff being advised. This includes outages and service restorations which are not reliably broadcast via the ICT-info email system and new software being rolled out without IT support staff being advised until there are user issues. A recent example was when Adobe Reader DC was rolled out, replacing Adobe Reader 11, and support staff were not advised. IT staff want and need to be across these issues and prepare users in transitioning to the new system.

#### **Recommendations:**

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17. Include resources for information technology (IT) staff in the new allocative model for schools. This would likely be the “help desk” or local network support required.
18. Produce a library of standard position descriptions to assist schools in recruiting and employing the appropriate staff and remunerating them and directing them appropriately.
19. Provide a central support through the IT function for training and networking of these staff across the Department.

#### **3.5 Science Operations Officers**

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Science Operations Officers are critical to the delivery of science education and supporting science teaching in schools. These essential staff provide specialist scientific skills, are specialists in safety, laboratory management and processes, setting up experiments, assisting in the planning and delivery of field trips and field work with students, mentoring and training both teaching staff and students in how to conduct experiments, supporting

### 3. Specific Roles and Recommendations (continued)

the development of the science curriculum and managing the operational capacity of the science preparation area is critical to providing the best quality education for students.

Science Operations Officers are technical educational staff. However, they are linked in the model to the administrative staff in secondary schools.

SOOs should be recognised for the complexity of their roles. They set up and plan complex experiments that require expert scientific knowledge and operational capacity. SOOs, in consultation with Heads of Department, are also training new science teachers in how to conduct experiments and provide the specialist scientific knowledge to support the teaching including recommending activities for teachers to undertake with the class, providing teachers with teaching resources and advising teachers on legislative considerations and safety.

They also undertake additional roles including school-wide health and safety administration and chemical management. SOOs undertake extensive safety responsibilities including creating and maintaining safe chemical and laboratory waste storage, handling, preparation and disposal systems in accordance with departmental and legislative guidelines. SOOs are required to undertake this work and remain current in key competencies as legislation and guidelines are updated, applying these updates in a timely way to the school laboratory and processes.

Given the role these staff perform is complex in task diversity and management of resources, the current OO2 classification is entirely inappropriate. In addition, SOOs are often disadvantaged in many cases by being inappropriately classified and unable to progress beyond the OO3-4 barrier due to the limitations of the model and the failure of management to fully acknowledge their workload and responsibilities.

As noted in the School Science Laboratory Technicians National Standards report, the requirements of the role speak to a higher

level of responsibility. There should be a minimum classification for SOOs of OO4 to recognise their work.

The 2006 collective agreement dealt with the transition of Scientific Assistants (as they were then) to Scientific Operations Officers. These positions are still linked however to the AO2/ AAEP allocations and this causes many issues in secondary schools where tensions in the office then escalate between priorities for science education and the functioning of a school office.

Workplace Reform applications often trade SOO positions for AO or other positions. Together (QPSU) has taken a policy position at the Educational Consultative Committee to block all these proposals on principle due to the undermining of science education resources. A recent trend has also seen SOO positions being inappropriately used as IT support staff, completely outside the science faculty.

The original review process considered the possibility of a stream change for these officers to the Technical or Professional stream given their required knowledge.

However, it was instead deemed most appropriate to seek to 'break the nexus' between these roles and administrative officer positions by allocating them to the operational stream and allowing recognition of Diploma level qualifications to ensure they were paid at the OO4 level. It is time to reassess this again, the qualifications SOOs require and the work they do is largely unsuited to the Operational Stream and is largely technical or could be classified as professional.

There is a greater need for more SOO staff in schools, particularly with the addition of Year 7 classes to the secondary schools and to science teaching programs. Extra demands are also placed on SOO staff to support new, inexperienced or non-science background teachers deliver the science curriculum.

Student numbers alone are an inappropriate

### 3. Specific Roles and Recommendations (continued)

guide for SOO staffing requirements. Practical curriculum hours, science students and the workload for the Science Department in preparing different junior and senior science programs (particularly individual extended experimental investigations), field trips, dissections etc, should instead be the gauge for workload consideration. However we do note that the increase in workload is again compounded by the increasing number of classes in each level, as a result of population increase at many locations.

There is also a need to better recognise the tertiary qualifications of many of these staff and remunerate them appropriately for the level of skill they bring to the role.

A key source document for reference is the School Science Laboratory Technicians National Standards 2013. This document provides a well researched and effective model for minimum standards for the servicing of secondary science programs, in line with the Australian Curriculum: Science.

#### **Recommendations:**

20. Science Operations Officers should be classified at a base grade minimum OO4 in the current allocation, however a review of whether they would be best placed in the Technical or Professional streams should occur as a matter of priority. Reference should be made to the minimum standards and requirements for sole practitioners in the National Standards document.
21. Science Operations Officers must be completely separate to the administrative officer allocation and separated from this allocation in the resourcing model. There should be an opportunity for an unobstructed progression and career path opportunities to higher levels in the Technical or Professional stream.
22. Science Operations Officer staffing should be allocated on the numbers of science curriculum hours and requirements for support for science education in the

school rather than student numbers at each school. Reference can be made to the service factor tables in the National Standards document to allow for a real reflection of the requirements for science teaching. The National Standards reflect a “service factor” which is calculated as follows:

$$\text{Service Factor} = \frac{\text{Technician hours per week}}{\text{Hours of science teaching per week}}$$

Technician hours per week are the sum of hours of employment in one week of all technicians working at that school during term time.

The hours of science teaching per week is the sum of hours of science teaching per week for all secondary classes at that school.

#### **3.6 Agricultural Assistants**

Agricultural Assistants provide a crucial role in the ongoing educational outcomes in relation to primary producing and agricultural science in Queensland.

Queensland has a need for ongoing agricultural education and has a great specialist capacity with school based farms and their resources to undertake this work.

Without these farms and opportunities for school-based education Queensland would fall behind in this critical piece of work for our ongoing educational needs.

Agricultural Assistants bring critical real farming and agricultural expertise to these educational programs.

These officers work every day caring for livestock and crops and have a complicated industrial arrangement due to this ongoing need for care.

However, this is required in order to maintain working farms as the necessary educational resource in the schools.

### 3. Specific Roles and Recommendations (continued)

Agricultural Assistants are often the source of expert knowledge and undertake extensive practical instructional duties with students, well beyond their current position descriptions.

A review of the Agricultural Assistant position description should recognise the instructional and supervisory work that these officers undertake, as well as the complex management tasks in relation to ongoing stock and crop management.

The workload for these officers and the need to find skilled replacements when they need to take leave are two significant challenges. These issues need to be addressed in the capability investment framework for schools and in this educational area.

Agricultural Assistants also undertake extensive facilities management and planning tasks sitting at a degree of complexity above the OO3 pay-point they are currently employed on.

#### **Recommendations:**

23. Allocate additional Agricultural Assistant positions to school farms, to better allow for leave and backfilling arrangements, including backfilling while undertaking instructional and other duties as well as succession planning.
24. Reclassify the positions to minimum OO4 or higher levels such as in the technical stream to better reflect their managerial roles and educational roles.
25. Provide greater clarity for schools both BSMs and Principals about what is “in scope” and “out of scope”, as well as the industrial arrangements that apply (overtime etc) for Agricultural Assistants who manage a farm year-round.

#### **3.7 Unit Support Officers and Others**

Unit Support, Boating Officers and Marine Officers are key school support staff who operate in Environmental Education Centres and like facilities. These officers are not acknowledged in the current model.

These officers, like many others, face challenges with a poorly documented central recognition of their role, duties and work practices. They often work across a seven day roster and their duties include operating large marine vessels as both skippers and crew.

Many of these officers require licenses and tickets relevant to their specialist work in and on marine vessels and in order to attract and retain quality staff their roles should be better resourced and remunerated.

These officers because of their unique roles also suffer from a lack of career path and network opportunities, including essential professional development.

The current generic role descriptions do not speak to the large variety and complexity of the work required in these roles.

For many Unit Support Officers they are undertaking management of maintenance programs in large educational facilities, capital works programs as well as the maintenance of complex equipment such as localised power stations, water supply units, sewerage and toilet systems on remote sites, which includes managing bulk waste removals.

These roles can also involve management of energy and chemical supply for ongoing operations on site such as gas and other consumables with complex transportation required to offshore sites.

These staff are seeking better recognition and remuneration for their roles.

#### **Recommendations:**

26. Allocate staff according to size and complexity of grounds, facilities, maintenance and works programs,

### 3. Specific Roles and Recommendations (continued)

vessel management and requirements, topography and climate.

27. Provide a central network capacity for these officers and identify officers centrally in the Department who have specialist knowledge of the roles and requirements who can assist with networking and providing relevant advice, training and other opportunities.
28. Include these officers early in the planning processes for facilities and project management at the sites. Their technical expertise and guidance is invaluable in ensuring the most efficient and cost effective ways to manage educational facilities.
29. Provide greater clarity for Principals about what is “in scope” and “out of scope” for these roles, as well as the industrial arrangements that apply (overtime etc), and requirements for licensing and ongoing maintenance of these tickets.

There is also a critical issue of relative classification.

The Health Practitioner stream creation in Queensland Health for like positions has left the pay scales of Allied Health (therapy staff) as Professional Officers levels 2 and 3 far behind the industry standard across the public sector.

Currently the department has an extraordinarily committed and talented workgroup in therapy who believe in the difference that can be made to life outcomes and educational outcomes from intervention and therapy in an educational setting.

In order to continue to attract and retain the best therapy staff the Department should address the pay gap between DET therapists and Queensland Health therapists.

There is a significant “unmet need” for the delivery of therapy across the Department.

The interaction of the National Disability Insurance Scheme with educational therapy resources must be addressed and the service agreements between Department of Health, Department of Communities, Child Safety and Disability Services and the Department of Education and Training should be reviewed as a matter of priority in progressing this work.

#### **Recommendations:**

30. Therapy roles should be reclassified and aligned with the Health Practitioner Stream as per the industry standard in the sector.
31. Additional therapy resources should be allocated as a matter of priority, particularly in early intervention, in order to support better educational outcomes.
32. There should be an increase in permanent position numbers and an implementation of the Government’s employment security policy for these staff.
33. Restoration of a system-wide and central approach to support the best delivery of therapy resources should be actioned by the Department. This will be particularly

#### 3.8 Therapists

The current allocation of therapy staff is outside the scope of this review as it has been constructed.

The loss of the Disability Services Support Unit under the former Newman Government has led to a loss of critical leadership and support for these staff across the Department.

Therapy staff provide an incredibly important and valuable resource in the delivery of quality education and the shift in educational outcomes.

Early intervention with therapists for students has been proven time and again to make a lasting difference to the life-long learning capacity and engagement of students.

While the allocation of therapy resourcing is out of scope and not subject to the current “Allocative Model” Together wanted to ensure that the significant issues around resourcing of these positions were raised.

### 3. Specific Roles and Recommendations (continued)

necessary with the introduction of the NDIS in Queensland and the need for cross-Department coordination and response.

#### 3.8 Additional role pressures - Allocations within the model for Health and Safety Advisor (HSA) and Rehabilitation and Return to Work Coordinator (RRTWC) roles in schools

Many staff across the above workgroups undertake, or are delegated to undertake, additional roles to support operational and compliance needs of schools in line with departmental policies and procedures. Such roles include health and safety advisors, rehabilitation and return to work coordinators, work cover administration and wellbeing coordinators. The responsibilities of these roles can be time consuming, particularly when they are imposed in addition to permanent duties.

These roles also require additional training and skills and there are further suggestions from members that additional allowances, such as those accruing to other officers who take on additional work in schools, should be paid to staff who undertake these roles.

#### Health and Safety

The Department's Health and Safety Advisor's procedure requires that school Principal's:

- Appoint a Health and Safety Advisor (HSA) at workplaces with more than 30 workers or Establish and maintain a shared HSA agreement;
- Provide appropriate resourcing to enable the HSA to fulfil the responsibilities and functions of the role; and
- Ensure the Annual Safety Assessment process is completed and priority issues are confirmed in the Annual Safety Assessment

- Action Plan.

Many Science Operations Officers, Schools Officers, IT Staff, Administrative Officers and BSMs undertake the role of Health and Safety Advisor in addition to their substantive duties.

In accordance with the Health and Safety Act 2011, all Queensland Government departments, government owned corporations and statutory authorities are required to retain the function of a Health and Safety Advisor position in all departmental workplaces with 30 or more staff.

#### Recommendation:

34. That the Allocative Model provide an allocation for the HSA to have sufficient time to fully discharge their responsibilities under the Work Health and Safety Act 2011.

#### Rehabilitation

The Department's Workplace Rehabilitation Procedure requires that school Principal's:

- Appoint and arrange appropriate training and accreditation for a RRTWC;
- Negotiate with another workplace to share the services of a RRTWC, however only if that person has sufficient time to fully discharge their responsibilities for both locations;
- Adequately resource RRTWC, including providing sufficient time to provide rehabilitation services to injured employees and attend regional RRTWC Network Meetings; and
- Ensure the RRTWC appointed will not have a conflict of interest with the employees they are providing rehabilitation services to.

Many BSMs undertake the role of RRTWC in addition to their substantive duties.

In accordance with Section 220 of the Workers' Compensation and Rehabilitation Act 2003 (Qld), the Department has

### **3. Specific Roles and Recommendations (continued)**

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a legislative requirement to provide rehabilitation to employees with accepted WorkCover claims. All school based RRTWC's undertake this role in addition to their substantive duties; we believe that an allocation of time for a RRTWC should be included in the Allocative Model.

#### **Recommendation**

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35. That the Allocative Model provide an allocation for the RRTWC to have sufficient time to fully discharge their responsibilities under the Workers' Compensation and Rehabilitation Act 2003.

## 4. Complete List of Recommendations

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1. Schools with enrolments of 299 or below should be entitled to an AO3 BSM.
2. BSM classification levels should be set in line with school banding and should be reviewed with a view to increasing the classification levels. For example regardless of the school sector, all BSMs in a Band 11 school should be classified at the same level. At the moment Band 11 High Schools are classified AO6/AO5, Band 11 Primary Schools are AO5/AO4 and Band 11 Special Schools are AO3. This model is completely obsolete and does not reflect the needs of schools in 2015. As a result we believe the model needs to take into account role complexity, responsibilities of the position including recognition of the facilities, finance and HR management performed and other factors such as low socio-economic status, LOTE and Indigenous population at the school and not on the numbers of students in a school.
3. BSMs should be replaced immediately if on leave, there should be a relief arrangement similar to teaching positions.
4. Improvements in classification levels for BSMs should allow existing staff to “broadband” in to those roles rather than a “spill and fill” process occur as a result of this Review and any recommendations being accepted.
5. Employ all administrative officers in schools at base-grade as Administrative Officer Level 3 (AO3).
6. Review the minimum hours for administrative officers allocation and increase it.
7. Following the completion of 12 months service in a school, AAEP officers should be permanently appointed.
8. Replace administrative staff immediately, as with teaching staff.
9. Decrease the “charge rate” to the AAEP budget to only the equivalent of the full-time hours each time an additional enrolment merits a new position. Do not decrease the overall hours with increased enrolment.
10. It is imperative to ensure that there are clear career paths and classification structures in schools. The current allocation at the highest classification level – AO6, the next classification level is AO2. The AO6 has no opportunity to delegate duties to the AO2 and there is no opportunity for upskilling and succession planning. Schools with higher BSM classification levels should have at least 1 classified officer underneath them to encourage a clear career path.
11. Reclassify the positions to ensure there is a ‘base grade’ of OO3 for all schools officer positions with a view to progression and career path opportunities to higher levels in the Operational or Technical stream. Consideration should also be given to those long-serving officers on appointment to higher levels, that their increments reflect their years of service, i.e. A translation to OO3 (4) rather than OO3 (1).
12. Allocate staff according to size and complexity of grounds, facilities, projects, topography and climate – resulting in increased staffing allocation to maintain quality facilities over time.
13. Ensure network opportunities for bulk purchasing and sharing of resources such as heavy machinery, power tools and other resources to maximise efficient use of Departmental resources
14. Introduce “Facilities and Grounds” advisors and network capacity for professional development, bulk purchasing and equipment sharing arrangements. This will also allow for a “blitz” capacity for larger jobs that may require more than the regular allocation of labour to one school.

## 4. Complete List of Recommendations (continued)

15. Include Schools Officers and advisers early in the planning processes for facilities maintenance and project management. Their technical expertise and guidance is invaluable in ensuring the most efficient and cost effective ways to manage educational facilities.
16. Schools officers should be replaced immediately if they are on leave.
17. Include resources for information technology (IT) staff in the new allocative model for schools. This would likely be the “help desk” or local network support required.
18. Produce a library of standard position descriptions to assist schools in recruiting and employing the appropriate staff and remunerating them and directing them appropriately.
19. Provide a central support through the IT function for training and networking of these staff across the Department.
20. Science Operations Officers should be classified at a base grade minimum OO4 in the current allocation, however a review of whether they would be best placed in the Technical or Professional streams should occur as a matter of priority. Reference should be made to the minimum standards and requirements for sole practitioners in the National Standards document.
21. Science Operations Officers must be completely separate to the administrative officer allocation and separated from this allocation in the resourcing model. There should be an opportunity for an unobstructed progression and career path opportunities to higher levels in the Technical or Professional stream.
22. Science Operations Officer staffing should be allocated on the numbers of science curriculum hours and requirements for support for science education in the school, rather than student numbers at each school. Reference can be made to the service factor tables in the National Standards document to allow for a real reflection of the requirements for science teaching. The National Standards reflect a “service factor” which is calculated as follows:  
$$\text{Service Factor} = \frac{\text{Technician hours per week}}{\text{Hours of science teaching per week}}$$

Technician hours per week are the sum of hours of employment in one week of all technicians working at that school during term time.

The hours of science teaching per week is the sum of hours of science teaching per week for all secondary classes at that school.
23. Allocate additional Agricultural Assistant positions to school farms, at least two per site, to better allow for leave and backfilling arrangements and succession planning.
24. Reclassify the positions to minimum OO4 or higher levels such as in the technical stream to better reflect their managerial roles and educational roles.
25. Provide greater clarity in schools for both BSMs and Principals about what is “in scope” and “out of scope”, as well as the industrial arrangements that apply (overtime etc) for Agricultural Assistants who manage a farm year-round.
26. Allocate staff according to size and complexity of grounds, facilities, maintenance and works programs, vessel management and requirements, topography and climate.
27. Provide a central network capacity for these officers and identify officers centrally in the Department who have specialist knowledge of the roles and requirements who can assist with networking and providing relevant advice, training and other opportunities.

## 4. Complete List of Recommendations (continued)

28. Include these officers early in the planning processes for facilities and project management at the sites. Their technical expertise and guidance is invaluable in ensuring the most efficient and cost effective ways to manage educational facilities.
29. Provide greater clarity for Principals about what is “in scope” and “out of scope” for these roles, as well as the industrial arrangements that apply (overtime etc), and requirements for licensing and ongoing maintenance of these tickets.
30. Therapy roles should be reclassified and aligned with the Health Practitioner Stream as per the industry standard in the sector.
31. Additional therapy resources should be allocated as a matter of priority, particularly in early intervention, in order to support better educational outcomes.
32. There should be an increase in permanent position numbers and an implementation of the Government’s employment security policy for these staff.
33. Restoration of a system-wide and central approach to support the best delivery of therapy resources should be actioned by the Department. This will be particularly necessary with the introduction of the NDIS in Queensland and the need for cross-Department coordination and response.
34. That the Allocative Model provide an allocation for the HSA to have sufficient time to fully discharge their responsibilities under the Work Health and Safety Act 2011.

## 5. Conclusion

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35. That the Allocative Model provide an allocation for the RRTWC to have sufficient time to fully discharge their responsibilities under the Workers' Compensation and Rehabilitation Act 2003.

Over the last two decades Together, formerly QPSU, its members and representatives have taken every opportunity to discuss how best to improve the model of allocating public service staff to schools.

This opportunity for a comprehensive review is critical and will support better teaching and learning outcomes for all Queensland students if action is taken.

The process of "Workplace Reform" at the school level and the more recent Independent Public School (IPS) model allowing for localised arrangements to fix the flaws in the system has meant that for a small number of individuals there is now appropriate remuneration and resourcing. However, these mechanisms do not address the root cause of the problems. These mechanisms for local school-based management or autonomy simply do not provide schools and school leaders with sufficient resources and guidance to really get it right.

Further, the Workplace Reform program often saw public service positions 'traded' as the smallest staff group in the school for other positions – particularly those of Science Operations Officers. This creates a feeling of being "out voted" and overlooked for this essential part of the school workforce.

Together believes the above submission outlines the ways in which school support staff are under classified and the significant workload issues that exist using the current model.