Promotional Positions Classification Review 2017

Submission to the
Department of Education and Training

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Queensland Teachers' Union
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About the QTU

1.   The Queensland Teachers' Union of Employees (QTU) was founded in 1889 and currently represents over 44,000 teachers employed in Queensland state schools (including primary schools, high schools, special schools and other specialist educational institutions such as the Outdoor and Environmental Education Centres and the Queensland Academies) and TAFE institutes. Currently the wages and conditions of all of these members are regulated in the Queensland jurisdiction through state industrial instruments, legislation, directives and policy. In common with many unions of professionals, the QTU represents the interests of its members in relation to professional, as well as industrial matters. In the context of the QTU, these professional issues include matters such as curriculum and assessment issues, teacher registration, professional standards and rights, and school behaviour management. The QTU is also a strong advocate for state schools and public education generally, including matters relating to school funding.

2.   In the context of the Promotional Positions Classification Review (PPCR), the QTU represents over 6,370 school leaders, ranging from Guidance Officers, Senior Guidance Officers, Heads of Curriculum (HOC), Heads of Department (HOD), Heads of Special Education Services (HOSES) and Deputy Principals (DP). Further, the QTU represents principals across the breadth of the spectrum, ranging from Band 5 principals through to Executive Principals. QTU membership density in relation to members in promotional positions is 98%.

3.   A significant aspect in relation to the QTU submission was to garnish feedback from members in promotional positions. Members were given the opportunity to provide feedback to the QTU by way of face to face meetings with QTU Organisers, Officers and Senior Officers, through providing submissions via the web and by responding directly to emails and telephone calls. A precis of the written feedback is attached (see Attachment A – analysis) and de-identified submissions from members is attached for further discussion by the Reference Group (see Attachment B – de-identified member submissions). It should be noted that a number of submissions sought to remain purely anonymous and have not been included as an attachment to the submission. In addition, a number of submissions were received after the due date. These submissions have not been included in the analysis, but have been attached to this paper (see Attachment C – late member submissions).

Overview

4. As a subsidiary aspect of the Palaszczuk government's election commitments,[1] the QTU sought, as part of enterprise bargaining in 2016, the inclusion of a clause reviewing the promotional position classification structure. Clause 5.4.1[2] states:

    The parties commit to conducting a review of the classification structure of promotional positions (taking into account school complexity and the impact of needs-based funding/staffing) to be completed no later than 31 December 2018.

5. The scope of the review[3] forms the gravamen of the QTU submission in determining the relevant issues and broad recommendations to be addressed by the Promotional Positions Classifications Review Working Group at this stage of the process. In particular:

    - the impact of the evaluation methodology;
    - remuneration packaging;
    - Stream 2: Heads of Program;
    - Stream 3: School Leaders;
    - Executive Principals;
    - legislative accountability; and
    - educational accountability.

6. From April 2017, the QTU commenced significant consultation with members in promotional positions. This has included extensive online and face to face communication, including meetings with members, branch meetings, area council meetings, state council promotional positions meetings, biennial state conference workshop, Instrumental Music Co-ordinators, Guidance and Senior Guidance Officer Working Group; Queensland Academy Principals, Outdoor and Environmental Education Principals Association, Principal Union Reps workshop, Education Leaders Committee, Working Conditions Committee and the Executive of the QTU. The QTU acknowledges that although the staffing allocative methodology is outside of the scope of the review, it

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[1] Queensland Labor, *Letting Teachers Teach – Building a modern teaching profession*, (Authorised Mr A. Chisholm for the Australian Labor Party), Brisbane, January 2015.
[2] *Department of Education and Training State School Teachers' Certified Agreement 2016.*
[3] Queensland Teachers' Union, *Promotional Positions Classification Review – Scope of the Review* (May 2017) <https://www.qtu.asn.au/collections/pccr/promotion-positions-classification-review-ppcr/>.

remains a significant issue in terms of the impact on the value of the role across the breadth of Stream 2 and Stream 3.

7. Links between student teacher ratios reflecting student achievement have been the subject of ongoing research.[4] This has been an ongoing issue for teachers, leading to clear and concise outcomes for QTU members and state school students in relation to class sizes. However, this has not been addressed in the context of a broader school structure. School structure variables have been consistently linked by researchers to a broad range of student performance based outcomes and other factors such as school commitment, school involvement, school attachment and school climate.[5] Although the staffing allocative methodology provides a basic framework in relation to the school structure, it is often inadequate for the particular and unique requirements of a school community. This, in turn, results in the need for the school to engage in multiple workplace reform[6] initiatives in order to supplement the existing hierarchical framework. Without a more fulsome review into contemporary requirements for school structures, schools are forced to spend money on supplementing staffing, particularly in relation to vital Stream 2 and DP positions when the staffing ought to be set in place as part of a more holistic approach to staffing. Clearly, the role of the employer is to provide adequate staffing to accommodate the needs of students within the school structural context.

Recommendation 1

That the QTU and the Department of Education and Training (DET) separately consider issues that arise related to the staffing allocative methodology or other out-of-scope matters upon the completion of the PPCR.

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[4] D.W. Schanzenbach, *Does class size matter?* (February 2014) National Education Policy Center <http://nepc.colorado.edu/publication/does-class-size-matter>.
[5] Endya B. Stewart, 'School Structural Characteristics, Student Effort, Peer Associations, and Parental Involvement – The Influences of School and Individual Level Factors on Academic Achievement' (2007) Education and Urban Society <http://eus.sagepub.com/content/40/2/179>.
[6] Workplace Reforms are necessitated through clause 3.2 *Department of Education and Training State School Teachers' Certified Agreement 2016*.

Particularised Analysis of Issues in Scope

8. As per the Terms of Reference for the PPCR, the review aligns with DET's strategic priorities under the *building and maintaining a skilled, diverse and capable workforce* initiative and accords with commitments made by the Queensland Government as part of the Agreement and will be used to inform enterprise bargaining in 2019.

9. The PPCR is seen by QTU members as an opportunity to deal with a lack of breadth and depth of current applicant pools for promotional positions. Many responses have indicated that a classification system needs to not only encourage the best candidates to aspire for promotion, but also to retain the best leaders in our system. Numerous QTU members commented that the current system seems to be a disincentive to aspire for promotional positions, in relation to the current pay levels of the teaching classification stream. QTU members have overwhelmingly responded that a classification system needs to incorporate the changing complexities since the early 1990's and the increase in work value since the last review.

10. There is an imperative to encourage excellent leaders to seek promotion and leadership roles. Further, there is a clear desire from the system to ensure that these leaders remain within the state education system. As one member wrote "*why would an Experienced Senior Teacher apply for a Head of Department position with such a small financial benefit, but significant accountability and responsibility; similarly, why would a Head of Department apply for a Deputy Principal position.*"[7] **The current salary relativities of promotional positions provide inadequate reward and incentive for promotion taking into account increases in responsibilities.**

Recommendation 2

That the remuneration for school leaders and promotional positions is manifestly inadequate and that the increase in remuneration for school leaders and promotional positions be reflective of the increase in responsibilities and accountabilities inherent in their roles.

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[7] See QTU member responses – Attachment B.

Evaluation Methodology

School size and scope

11. The current evaluation methodology was established at a time when the largest schools in the state had 1,800 – 2,000 students (other than distance education) and there were only 36 schools with enrolments greater than 1,200. P10 - 12 schools were intended to add secondary education in rural and remote centres rather than being purpose-built. The range of the size of schools in Queensland varies from two enrolments[8] to 3,248 enrolments.[9] Exceptionally large schools contend with complexities inherent as a result of the structure of the school. An example of this is North Lakes State College (see Attachment D – North Lakes State College structure). Further, the College is spread across two campuses over one kilometre apart. This ought to be compared with the dual nature of the role of a teaching principal, balancing the demands of teaching, management responsibilities and accountability requirements. Another example of this is Tagai State College. Tagai State College has 17 school campuses and TAFE facility and is spread across 15 islands and 48,000 kilometres.[10] Tagai State College provides educational services to students aged from 3.5 years to adulthood.[11] Demands relating to a variety of issues such as curriculum, human resources, finance, facilities, educational and legislative accountabilities, and student management are amplified by the sheer scale of large schools. However, the complexity of scale does not diminish the fact that all of these demands are inherent in the system, regardless of the size or the scope of the school.

> *Are the current bandings sufficient to address the issue of size as a base level for a new system?*

Impact of enriched education

12. Of particular significance in the context of the review, are the language and specialist programs within school settings. The variety and scope of the language and specialist

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[8] See Yowah State School, Department of Education and Training, 'Reports and Statistics' <http://education.qld.gov.au/schools/statistics/pdf/enrolments-by-school-february.pdf>
[9] See Varsity College, Department of Education and Training, 'Reports and Statistics' <http://education.qld.gov.au/schools/statistics/pdf/enrolments-by-school-february.pdf>
[10] Tagai State College, 'Facilities', <https://tagaisc.eq.edu.au/Facilities/Pages/Facilities.aspx>
[11] Tagai State College, 'Facilities', <https://tagaisc.eq.edu.au/Facilities/Pages/Facilities.aspx>

programs within school settings is so broad and varied, that, by virtue of the discrete nature of each particular program, consideration must be given to the programs in terms of the added complexity of delivery.

13. To date, 11 state schools (both primary and secondary) offer language immersion programs.[12] The requirement for participation by students is to complete 50-60% of the curriculum in a language other than English.[13] In addition, there are more than 70 schools engaged in conjunction with industry partners, training institutes and universities to deliver specialist programs such as:

  i. agribusiness;
  ii. building and construction;
  iii. manufacturing and engineering;
  iv. aerospace; and
  v. minerals and energy.[14]

14. However, school based excellence programs are, by far, the most prevalent forms of enrichment programs within the State. DET offer a variety of programs to recognise students who demonstrate outstanding talents and show potential in academic and extracurricular activities.[15] The range of programs are significant; the programs take into account a diverse number of academic,[16] sporting[17] and performing arts streams.[18]

15. Vocational Education and Training (VET) programs are another significant aspect within a school community. Schools that deliver VET programs are expected to deliver nationally recognised and quantifiable qualifications directly related to a particular industry expectation in relation to a mode of work.[19] The school (in particular the Head of Department) has the enormous responsibility to oversee the delivery of VET courses in the school in line with the "Standards for Registered Training Organisations 2015" (the

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[12] Queensland Government, 'Language and specialist programs' <https://www.qld.gov.au/education/schools/find/pages/specialist>
[13] Queensland Government, 'Language and specialist programs' <https://www.qld.gov.au/education/schools/find/pages/specialist>
[14] Queensland Government, 'Gateway to Industry School program', <https://training.qld.gov.au/employers/gatewayschools>
[15] Department of Education and Training, 'Gifted and talented education', < http://education.qld.gov.au/parents/school-life/support-services/gifted.html>
[16] See for example Mansfield SHS Technologically Integrated Curriculum program.
[17] See for example Kelvin Grove State College Queensland Tennis School of Excellence.
[18] See for example Pimlico SHS Program of Excellence in Music.
[19] Department of Education and Training, 'Education facilities', <http://education.qld.gov.au/parents/find-school/choosing-state-school/education-facilities.html>

Standards). Failure to adhere to the Standards leads to considerable sanctions for the school and the person responsible. Federally, the Standards are governed by a national body, Australian Skills Quality Authority (ASQA). ASQA delegate responsibility to the Queensland Curriculum and Assessment Authority VET Branch (QCAA VET Branch).

16. Schools must report a variety of changes (including enrolment, course delivery and offerings) to the QCAA VET Branch, submit annual reports as well as being subjected to a five yearly audit. An example of the responsibility inherent in schools with VET is evident at one large metropolitan secondary school where the HOD is formally identified on the national RTO website.[20] Although the HOD directly reports to the CEO (principal – who is, in turn, ultimately responsible for the program), there are too many day to day decisions to report/discuss on a daily basis. As such, the accountability is delegated to the HOD.

17. The role of a non-curriculum HOD role in this context, is to not only ensure that VET teachers within the school adhere to the standards, but also liaise with external providers to provide opportunities to students who do not wish to study OP subjects at school. One example given by a HOD whose role encompassed VET was to find external providers for the following courses:
    - Cert. II Hospitality (Club Training);
    - Cert. III Business and Cert. III Early Childhood Education and Care (Embark College);
    - Cert. III Fitness (Centenary Fitness);
    - Cert. II Outdoor Recreation (DevOcean Dive);
    - Cert. II Horticulture (Queensford College);
    - Cert. II Sports Coaching (College of Sports and Fitness); and
    - Cert I Active Volunteering (Volunteering Queensland).[21]

18. HODs have responsibility for actively seeking these partnerships, negotiating contract terms (involving significant financial and legal ramifications), arranging student enrolments, negotiating payment for students who want to do more than one government funded course, and following up on student completion. In addition, schools offering VET also arrange short courses for all students including First Aid, Responsible Service of Alcohol and White Card Training. Schools also manage the enrolment and monitoring of

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[20] See for example <http://training.gov.au/Home/Tga>
[21] See QTU member responses – Attachment B.

senior students going to TAFE and students doing school-based traineeships and apprenticeships. The amount of contact involved in managing the diverse range of VET options (email, phone and in person) is enormous and complex.

19. Queensland state schools are renowned for their excellence in music programs, both in school and through the instrumental music program.[22] Principals, HODs and Regional Music Coordinators all play a vital role in relation to the ongoing commitment and expansion of the program. DET and the broader school community recognise the importance of the delivery of the instrumental music program in schools, noting that the program ensures that educational outcomes are maximised for all students taking full account of individual circumstances such as their location, gender, socioeconomic situation, language and cultural background, and any impairment and special talents they may have.[23]

20. Regional Music Coordinators play a vital role in the provision of instrumental music across the State. Not only are they tasked to ensure compliance with legislative requirements for the program, they are required to show leadership in curriculum, provide a pedagogical framework for instrumental music teachers, and lead in relation to consistency with assessment and moderation. Further, Regional Music Coordinators must act as human resource managers with the onus devolved to them in terms of workforce management including recruitment and selection and providing schools with teachers within the allocative methodology framework.

21. Overwhelmingly, schools that provide a broad range of enrichment programs have a positive effect on student performance.[24] Given the constant pressures (ranging from the broader school community, to Regional Office, to Central Office, to State and Federal government imposts) to provide consistent gains in relation to student performance and broader community expectations, clear consideration must be given to those in promotional positions implementing and providing ongoing support to enrichment programs.

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[22] Music Australia, 'School music provision', <http://musicaustralia.org.au/discover/music-education/music-education-in-australia/>

[23] Department of Education and Training, 'Instrumental Music Program', <http://education.qld.gov.au/curriculum/framework/p-12/instrumental-music.html>

[24] See for example D. Merolla and R. Serpe, 'STEM enrichment programs and graduate matriculation: the role of science identity salience' (2013), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3932434/>

Outdoor and Environmental Education Centres (O&EECs)

22. The aim of O&EECs is to promote, develop, provide and deliver highly effective outdoor and environmental education programs for schools (both public and private) and the broader community.[25] Of particular significance is the scope of the educational delivery, not only within the auspices of the ACARA, but clearly pointing towards the future in relation to key themes such as a sustainable future and valuing biodiversity.[26]

23. There is an inherent requirement of leadership teams to provide specialised activities which varies from site to site.[27] A glaring issue for the sector is how to build leadership teams relevant to the specific site, with a range of highly specialised outdoor education skills on top of all of the regular management imposts faced by their traditional state school counterparts. Complexities which apply to main stream state schools such as low socio-economic factors, rural and remote, special needs also apply to O&EECs. Further, as O&EECs have, at best, an antiquated funding model (at best), they are forced to engage in public/private partnerships as a matter of course. This extends the scope of their community engagement beyond the reach of the majority of traditional state schools.

Is the structure and remuneration sufficient within the leadership structure of the O&EECs?

Queensland Academies

24. The Queensland Academies consist of three state schools specialising in Creative Industries, Health Sciences and, Science, Mathematics and Technology, attracting students from years 10 – 12.[28] Queensland Academies attract highly capable, high performing students, including international students. All students must study the

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[25] Department of Education and Training, 'Outdoor and Environmental Education Centres', http://education.qld.gov.au/schools/environment/outdoor/.
[26] Department of Education and Training, 'Outdoor and Environmental Education Centres', http://education.qld.gov.au/schools/environment/outdoor/.
[27] As per the QTU Outdoor and Environmental Education Centres MOA member survey.
[28] The Science, Mathematics and Technology Academy will be expanded to include year's 7-12 in the near future.

International Baccalaureate Diploma Programme which is recognised worldwide and gives access to leading universities across the globe.[29]

25. The complexities inherent in the curriculum, staffing and student body are clear in selective schools, especially in the Queensland Academies settings. Further, there are additional imposts for Heads of Program to be au fait with special International Baccalaureate Diploma Programme professional development requirements.

> *Is the structure and remuneration sufficient within the leadership structure of the Queensland Academies?*

Complexity Factors

26. While any type of evaluation methodology for work value needs to incorporate the size of the school and the number of staff within in it, overwhelmingly members indicated that other weighting factors of disadvantage (including indigeneity, students with disability and socio-economic status) needed to be taken into account. Further, the geographic location of the school and access to support services from both the department and other government agencies posed a significant issue to QTU members.

27. The QTU Working Conditions Policy (2017-2019)[30] states that in general terms remuneration for all school-based promotional positions be according to an agreed methodology, based on comparability of levels of responsibility or workloads across schools and school sectors. In addition, the QTU Education Leaders' Policy (2017-2019)[31] adds that the QTU supports a salary structure that:
   - encourages education leaders to apply for promotions;
   - recognises school complexity;
   - enhances both the minimum salary and maximum salary for an educational leader;
   - differentiates between a principal salary structure and an associate leader salary structure; and
   - remunerates the principal as the highest paid officer in the school.

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[29] Other schools such as Cleveland District State High School and Indooroopilly State High School also run the International Baccalaureate Diploma Programme.
[30] See the QTU Working Conditions Policy (2017-2019).
[31] See the QTU Education Leaders' Policy (2017 -2019).

28. The QTU Funding Policy outlines that for reasons of social justice, the staffing model should provide additional support for schools with a significant population of students from minority groups who are typically identified as suffering disadvantage in their schooling. In line with this rationale, complexity in schools is increased in schools if they have:

- a significant percentage of students from non-English cultural and linguistic backgrounds;

- a significant percentage of Aboriginal and Torres Strait Islander students whose first language is an Aboriginal or Torres Strait Islander language, Torres Strait Creole or Aboriginal English;

- a significant itinerant school population;

- a significant number of students with disabilities or learning difficulties/disabilities; and

- a significant number of students from low socio-economic backgrounds.

School location

29. There is little doubt that rural and remote settings pose particular issues in the context of complexity. Working in a remote setting means that the school is isolated from regular support networks and facilities which are readily available in metropolitan or large regional settings. For example:

- health and medical;

- family and friends;

- shops and entertainment;

- significant higher costs of living; and

- road closures.

30. Principals of remote schools consistently report that the role of a remote principal was significantly more complex than the role a principal in a major centre. Examples of the additional roles fulfilled by principals in a remote location include:

- managing and supporting staff outside of school hours;

- support staff with mental health concerns after hours;

- organise and coordinate social activities after school and on weekends to keep staff;

- manage community issues – keeping staff safe from local disputes, acts of violence, whole of community fights/riots, law and order breaches; and

- managing historical community/town issues.

31. Given the fact that most government agencies have no permanent services based in remote centres, principals become the default point of contact for numerous cross-agency issues. This is further complicated because of interwoven ties within the community as a result of the school's role as being the largest employer within the community outside of the local council.

Indigeneity

32. Working in an indigenous community is very complex. It has the additional roles and issues of working in a remote community such as living and working in an environment with an Alcohol Management Plan (AMP). The principal is seen to be accountable for his/her staff compliance of the AMP. When a staff member breaches an AMP, it can take weeks of additional work, meetings, briefings, Ministerial Briefing Notes and community forums to address the issue.

33. All staff working in an indigenous community are required to be fully aware of local cultural protocols. Further, a principal must ensure that staff adhere to cultural protocols. Again, when these are breached by a staff member, it often leads to significant and complex interactions between all stakeholders and for the principal.

34. Indigenous Communities all have Government Champions, namely an allocated Director-General. This means additional responsibilities, outside of the norm of the work of a principal, each time the Government Champion visits the community.

35. As indigenous communities are highly disadvantaged, they often attract significant media attention and significant additional requests for support from non-community based agencies. This creates additional complexity for a principal and others in promotional positions working in these settings.

36. The QTU received a submission from a school principal in a large regional centre with a large percentage of students who are Indigenous.[32] The school has an IECSA score of 760, taking its student cohort from families experiencing high levels of social disadvantage and associated difficulties. These include (and are not limited to):
    * managing additional human and financial resources that are not recurrent;

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[32] See QTU member responses – Attachment B.

- making significant numbers of home visits due to families having had poor school experiences and not wanting to engage with school;
- dealing with many different cultural groups including Aboriginal families from Aurukun, Doomadgee, Coen, Hopevale, Lockhart River, Kowanyama, as well as students from all 17 islands in the Torres Strait, refugees from Nepal, Bhutan and various African countries;
- managing community and government initiatives that impact the school – for example the Smallbone Report, the Murray Street deaths of 8 children and supporting the staff, student and broader community emotions when tragedies like these occur; and
- being in the media spotlight due to the student and community context.

Socioeconomic background

37. Most respondents who mentioned the need for complexity factors to be considered in the evaluation methodology, raised the issue of low SES schools and the increased complexity inherent in such school environments. There are additional funding responsibilities in low ICSEA schools with expectations for performance and student outcomes rightly increased due to this investment. Often this leads to a greater number of staff to lead and manage. One large secondary school in Logan employs three guidance officers, additional support staff and teachers working to support both students and staff to develop the required skills to succeed at school.[33] The leadership of this environment is matched in complexity only by the needs of the students and families.

38. The leadership of staff in a complex environment requires greater leadership skills to develop a learning culture in what can sometimes be highly stressful working environments. Staff skills in working with students, parents and the wider community are much more complex, requiring a strategic approach to the development and coaching of staff on a much more extreme level. Staff are required to take on additional responsibilities to support students, to follow up in regards to care for students, to report highly dangerous situations, and to start again each and every day with students who may never fully value the work of their teachers and leaders. Additional work is also required to provide a culture of positive support for staff, with relationships across staff, with students and parents and across the community tested in many situations.

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[33] See QTU member responses – Attachment B.

39. Community engagement is required to a higher standard in successful complex communities. Students and families often don't have the value for education, or the network of connections to support learning engagement or job seeking opportunities. This means the school is required to pick up additional responsibilities as they attempt to engage their community and the local workforce. The schools' efforts to provide positive opportunities for students far exceed expectations, but without these efforts the students would not be able to connect to opportunities through a lack of knowledge of networks of information. There are also additional responsibilities in regards to the consequences of interventions and decisions regarding student safety and support. The school measures the workload, but the engagement with Child Safety and the Police provides another significant difference across our low to high socio-economic schools.

40. One Executive principal of a secondary school explained that their "*overarching concern is that our current structure (and culture across the department) incentivises progression through our levels to end up comfortable in a high socio-economic school. Our best teachers and leaders are required in our most complex schools – this is our opportunity to break the mindset that the goal of teachers should be to become leaders in our high socio-economic schools. We've done it with Gonski funding, now let's recognise complexity in leadership structures.*"[34]

Disability

41. Consistent with the *Disability Discrimination Act 1992* (Cth)*,* and the *Melbourne Declaration on Educational Goals for Young Australians 2008,*[35] the QTU defines students with special education needs (the target population for delivery of special education services) as including those students:
    - with disabilities;
    - with learning difficulties/disabilities;
    - who demonstrate significant behavioural and adjustment difficulties; and/or
    - who have significant mental health and medical conditions.[36]

42. In order to achieve quality learning outcomes, students requiring special education need reasonable adjustments to curriculum, support programs, services and /other resources

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[34] See QTU member responses – Attachment B.
[35] See QTU Special Education Policy (2017 – 2019).
[36] See QTU Special Education Policy (2017 – 2019).

which are complementary and additional to those which are provided to students in general.

43. Once students are verified with a disability, schools play vital roles in relation to supporting families to make paediatric and specialist appointments and often supporting families to ensure they attend the appointments.

44. The QTU received a submission from a principal of a special school regarding changes over time and impact of legislation.[37] The submission noted the complexity of leading a special school has grown significantly since the last review. The introduction of the Australian Curriculum and the Melbourne Declaration has meant that special school principals have had to lead schools in developing an understanding of how to differentiate the curriculum and lead teachers in enacting the curriculum. The submission particularly noted the impact and requirement of detailed knowledge of curriculum and its subsequent application to students with special needs as a result of the introduction of the Australian Curriculum.

45. In spite of rapid growth of enrolments in special schools over the last decade, there has been a sharp decline in the number of teachers with specialised training for students with intellectual disabilities. This adds another layer of complexity for a principal when trying to staff a school and recruit the best possible teachers. Having to spend considerable time and money into capacity building teachers that might not have a special education background is time consuming and takes considerable planning.

46. Special school principals deal with a very broad cross section of the community in relation to students with disability including (but not limited to) therapists, paediatricians, CYMHS, Child Safety, post school providers, Disability Services Queensland. These all require time and focus throughout the year.

47. The National Disability Insurance Scheme has added another issue for principals in that they are required to develop in depth knowledge of and understanding of how this will impact on schools and how to support parents with this new resource. Whilst it might not be directly linked to education, it was an inevitability that schools would be asked by parents for support and guidance throughout this new process.

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[37] See QTU member responses – Attachment B.

English language proficiency

48. Many students in Australia speak a language other than English at home and in their community. Such students, if they require assistance with English, are called English as second language (EALD) students. While many of these students may become bilingual, there is a possibility that, without first language maintenance and development, and EALD support programs, some will become semi-lingual in two or more languages. This can have a negative impact on data, employment and study pathways for students post the school environment and behaviour.

Specific complexities of communities

49. If complexity factors are considered in the jobs evaluation methodology, it will be rare that one complexity factor alone occurs and more often than not a number of complexity factors will occur concurrently. Every school and community is different and therefore complexity must be considered in the classification structure.

Recommendation 3

Complexity of the school must be considered in the classification structure and factors such as location, socio-economic background, English proficiency, Indigeneity, disability need to be included in consideration of complexity. Other factors for consideration in classification of positions should include:
   i) student itinerancy;
   ii) staff turnover (e.g. transfer); and
   iii) staff profile (percentage of inexperienced teachers).

Remuneration Packaging

50. The purpose of remuneration packaging is to allow employees of an organisation to take benefits instead of salary, which can result in an increase in net remuneration. This occurs within the Queensland state schooling[38] as well as the independent school sphere.[39] An added complexity in relation to this issue arises from the Australian

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[38] Clause 6.1 *Department of Education and Training State School Teachers' Certified Agreement 2016*.
[39] Brisbane Grammar School, 'Annual Report 2016',
<http://www.brisbanegrammar.com/About/Reporting/Documents/2016%20Annual%20Report%20to%20the%

Taxation Office guidelines. In accordance with Australian Taxation Office guidelines, the items available for salary packaging are dependent upon the type of organisation. The issue faced by all streams is that teaching in State education it is not considered a public benevolent institution which is classified as a non-profit organisation with the predominant purpose of providing direct relief for persons experiencing poverty, sickness, suffering, distress, misfortune, disability, destitution or helplessness as would arouse compassion or pity in the community.[40]

51. As education is compulsory, further remuneration packaging cannot be considered a charitable purpose without attracting taxation implications. The view distinguishing government from charity was articulated as a foundation point by Dean J. in the decision of *re Cain*, namely: *'In my opinion, if the present gift be construed as a gift for carrying on the ordinary activities of a Government department pursuant to statute, the gift is not a gift for charitable purposes, even if the activities are such that if carried on by private personas they would be charitable. Such activities are simply part of the government of the country…..It {the Department} is performing functions which Parliament, as a matter of public policy, has committed to it.'[41]*

> *What tax implications are associated with offering remuneration packaging as an incentive to Stream 2 and Stream 3 positions? Can the State government address this at a COAG meeting? What existing remuneration packages are in place across the public service, including packages utilised by DET, can be applied to Stream 2 and Stream 3?*

On call

52. Notwithstanding taxation implications, there are a number of incentives which ought to be considered as part of the PPCR, in particular, the requirement of Stream 3 positions to effectively be 'on call.' As a feature of OneSchool, all school leaders are required to provide 'after hours' contact details. This is a system requirement State wide. The information is to be completed every three to six months for the purpose of the officer (relevantly, the principal) to be available to be contacted twenty four hours per day, seven days per week to address a myriad of issues including facilities, police, security,

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20Minister%20for%20Education%20and%20Minister%20for%20Tourism%2c%20Major%20Events%20and%20the%20Commonwealth%20Games.pdf>.
[40] Australian Taxation Office, 'Public benevolent institutions and health promotion charities', <https://www.ato.gov.au/forms/completing-your-2016-fringe-benefits-tax-return/?page=7>.
[41] re Cain (dec'd) [1950] VLR 382, 387 (Dean J).

Regional Office contact, child protection, staff welfare, Senior Officer and Central Office. Regional Office requires principals to be contactable via a mobile phone at all times. Each term, Principals are requested by Region to confirm their afterhours contact to enable Regional Office and/or Central Office to contact the principal on any issue that requires attention at any time. This is, quite clearly, tantamount to be 'on call' at all times. The payment of on call allowances is not a new concept in relation to public sector employees. The allowance is provided across a number of Awards as clear compensation for being on call twenty-four hours per day, seven days per week.[42]

53. However, it must be noted that this on call required has, at times, been devolved to other staff in the school leadership team. As such, the practical application must be that the allowance is able to be transmuted to the appropriate person in the leadership team.

54. It should be noted that the on-call status does not solely rest with school leaders. An example of this is in relation to schools hosting international students. Education Queensland International *note that each school provides ongoing specialist support to ensure international students can focus on studying and enjoying life.*[43] This support entails an on call component, with critical incidence line managers often called at all times of the night. Again, although this is a widely advertised and attractive service provided by DET, it comes at a personal cost without recompense to those directly involved in the program.

Recommendation 4

That DET compensate Streams 2 (where appropriate) and 3 employees for the requirement of being on call twenty-four hours per day, seven days per week through salary adjustments.

What other salary additions ought to be considered as part of the PPCR in relation to Stream 2 and Stream 3?

Continuing professional development

55. Overwhelmingly, input from QTU members in Streams 2 and 3 canvassed the need for continuing education as a core professional requirement. Consideration ought to be

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[42] *Queensland Public Service Officers and Other Employees Award – State 2015.*
[43] See Education Queensland International, 'Why study in Queensland,'< https://eqi.com.au/why-study>.

given by the PPCR in relation to Stream 2 and 3 engaging in ongoing professional activities. Mechanisms, such as a period of sabbatical based on the time employed in a particular classification, scholarships sponsored by DET and tuition fees (paid in part or in full), can be utilised as a way in providing continuing professional development.

56. Continuing professional development enables Stream 2 and 3 employees to engage in a variety of alternative activities that they might otherwise not be able to access. Continuing professional development can take the following forms:

    a. professional development – other study or experience designed to improve school outcomes and/or other expertise related to Stream 2 and 3 which is not possible to attain through normal DET professional development programs;
    b. formal study – an academic course of study leading to increased mastery in subject field, development of an additional area of specialisation or the development of a new field of specialisation;
    c. independent research, project or field study – scholarly research, project or field project of a scope or nature not permitted through normal DET professional development programs; and
    d. professionally beneficial travel – a plan for professionally beneficial travel that will enable acquisition of knowledge, skills, expertise or an area of specialisation within Stream 2 and 3.

Recommendation 5

That DET implement a continuing professional development scheme for Steam 2 and 3 as an outcome of the PCCR.

Stream 3: School Leaders

57. Of particular significance is the clear correlation between the classification structure and the amount of movement of principals. The result of principals seeking promotional opportunities destabilises school communities and their respective leadership teams. The classification structure has to support a reasonable balance between principals seeking promotion and stability in the leadership of schools. Factors for consideration in the review should include the number of levels in the structure (broad-banded versus narrow) and the historical example of salary overlap between classifications.

58. There needs to be a clear and cogent design within the classification structure in order to attract interested applicants to the role of lower banded principals. There needs to be intrinsic recognition of the fact that principals have an entirely different role from the remainder of the promotional positions structure. This difference needs to be addressed.

59. There is a clear benefit to the organisation as a result of principals progressing through Bands. Several principals noted that their colleagues who had "cut their teeth" in rural, small schools displayed a greater depth of understanding of the role.

Executive Principals

60. As a result of QTU and DET negotiations in 2006, subsequent Certified Agreements contain arrangements for Executive Principals whereby additional employment conditions (including monetary and non-monetary incentives) are provided in an instrumental of employment under the provisions of the *Public Service Act 2008* (Qld).[44] More recently, the scope of an Executive Principal has been expanded to include a school fewer than 1600 enrolments for a special purpose as determined by the Chief Executive.[45]

61. The rationale behind the original inclusion of the clause was that the Executive Principal classification would be utilised to manage exceptionally large schools (over 1,600+ students) and at that stage, was implemented as a position in 14 large schools only. However, to date, there are 36 schools over 1,600+ students,[46] with Varsity College as the largest school at 3,248 enrolments.[47] Further, since the inclusion in 2016 of the special purpose category of Executive Principal, there are two additional schools which fall under this classification. The QTU proposed a second additional level of Executive Principal as part of its enterprise bargaining claim in 2015. That proposition should be considered within the overall review.

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[44] Clause 6.1 *Department of Education and Training State School Teachers' Certified Agreement 2016*.
[45] Clause 6.2 *Department of Education and Training State School Teachers' Certified Agreement 2016*.
[46] Interestingly, only 26 of the 36 schools over the 1,600 threshold have the position of Executive Principal attached. Department of Education and Training, 'Reports and Statistics'
<http://education.qld.gov.au/schools/statistics/pdf/enrolments-by-school-february.pdf>
[47] Department of Education and Training, 'Reports and Statistics'
<http://education.qld.gov.au/schools/statistics/pdf/enrolments-by-school-february.pdf>

62. One resoundingly clear issue is whether the range inherent in the Executive Principal classifications is sufficient. The QTU notes that the position was originally introduced to address exceptionally large schools with a student population of over 1,600. In 2017, 12 schools were over the 2,000+ students and an additional three schools were over 3,000+ students. It is evident that the current student population figures were not contemplated by the original decision makers of the Department in relation to the remuneration of Executive Principals and as such, the adequacy of the remuneration must be reviewed as a matter of urgency.

63. The role of Executive Principal is distinguished by an expectation of responsibilities beyond the school. This was an industrially convenient basis for an agreement at the time, as was the instrument of employment. The size of schools alone justifies additional remuneration and all principals should be employed on a permanent basis. These matters should form part of the review.

Recommendation 6

That DET include differential Executive Principal increments within the formal classification structure, including monetary and non-monetary incentives.

64. Executive Principals are not contracted employees of DET but rather, remain fully tenured to DET with reversionary rights to Band 11 positions.[48] In 2006, the QTU supported the additional level of principal positions but not the use of the contract pursuant to section 122 of the *Public Service Act 2008* (Qld).[49] [50] The gravamen of the QTU position has not changed; Executive Principals should be included within the formal classification structure, inclusive of monetary and non-monetary incentives.

Recommendation 7

That DET include Executive Principals within the formal classification structure including monetary and non-monetary incentives.

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[48] Clause 6.2 *Department of Education and Training State School Teachers' Certified Agreement 2016*.
[49] Kevin Bates, 'QTU negotiators confident of deal' (2006) Vol. 29, No.2 *Queensland Teachers' Journal* 5.
[50] Formally known as 'section 70 contracts' under the repealed *Public Service Act 1996* (Qld).

> *Is the scope and range of the Executive Principal remuneration adequate? Should there be increased increments within the Executive Principal salary range? What other factors ought to be taken into account in relation to accessing Executive Principal conditions?*

Teaching Principals

65. Of particular significance in relation to the PPCR is the role of teaching principals across the State. There are a total of 384 Bands 5 and 6 teaching principals in Queensland.[51] The dual nature of the role of a teaching principal means that they are required to interpret and adapt to changes imposed with larger school contexts in mind.[52] Relevantly, teaching principals face a number of challenges alone with limited (if not, no) support, both in terms of educational and legislative accountabilities:

    i. insufficient time to manage their dual roles;
    ii. meeting accountability requirements;
    iii. policy development and paperwork;
    iv. student welfare and behaviour management issues;
    v. limited out of class time;
    vi. no leadership structure to support them;
    vii. no/or a small teaching team;
    viii. isolation;
    ix. thinly spread Regional support;
    x. the requirement to be a leader within the community;
    xi. the management of staff performance, including ATPR and MUP;
    xii. curriculum implementation and documentation; and
    xiii. educational initiatives.[53]

66. While the focus of obtaining feedback was to look at the work value and complexity issues of different promotional positions, it is apparent that all small school principals had significant concerns about their workload and a state-wide review of their workload needs to occur.

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[51] Department of Education and Training, 'Reports and Statistics' <http://education.qld.gov.au/schools/statistics/pdf/enrolments-by-school-february.pdf>
[52] Daryl Murdoch, 'Teaching principals in smaller primary schools – their issues, challenges and concerns' (2009) <http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1125&context=teach>
[53] Daryl Murdoch, 'Teaching principals in smaller primary schools – their issues, challenges and concerns' (2009) <http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1125&context=teach>

67. Concerns experienced revolved around the multiplicity of tasks and daily responsibilities of teaching a class and providing the administrative duties in their school as a principal. One small school principal wrote that the role of the small school principal is more than a dual role; it is a double role, because many of the accountabilities are the same for a teaching principal as well as a large school principal but the teaching principal needs to teach as well.[54] The role of a teaching principal then includes tasks such as mandatory reporting of student absences and general administration duties or dealing with students in Out of Home Care (OOHC) situations when a small school has large enrolments of student in OOHC in relation to the overall enrolment. It needs to be noted that often there is no mobile reception at the school and that is an added complexity in itself.

68. Teaching principal respondents indicated that there was an increase in dealing with the social, emotional, welfare needs and that the small school environment was without adequate support from trained guidance officers and agencies.

69. Teaching principals in the responses to the QTU written survey felt overlooked by the department due to the size of their schools.[55] Further, evidence shows that teaching principals are often precluded from promotional opportunities and relocations to larger schools as a DP or HOC. In fact, anecdotal evidence notes that on more than one occasion, a SL1 principal has been told they should relinquish and transfer back as a teacher. In addition, it was also noted that Heads of Program and DPs were better positioned in relation to their promotional prospects, and, in fact being a teaching principal was an impediment advancement through the classification system.

70. Teaching principal responses indicated that there was an inadequate differential and incentives between the teaching principal and Experienced Senior Teachers and Heads of Program. They felt that the current promotional classification system failed to fully recognise the significance and importance of the teaching principal position in communities.[56] Access to face to face professional development was also raised as an issue on the basis it is more difficult for teaching principals to be released.[57]

71. In order to attract and retain small school principals, the system needs to recognise their skills, knowledge and attributes when applying for higher principal positions. Currently

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[54] See QTU member responses – Attachment B.
[55] See QTU member responses – Attachment B.
[56] See QTU member responses – Attachment B.
[57] See QTU member responses – Attachment B.

small school principals are routinely being told that they do not have the ability to transfer their skills to a larger setting.

Recommendation 8

That the dual nature of the role of a teaching principal is genuinely reflected in the classification structure.

Recommendation 9

That a state-wide review of workload of teaching principals occur as a separate exercise.

What measures can be employed in order to attract and retain teaching principals? What additional incentives can be provided to teaching principals to increase the length of tenure in the position?

Legislative Accountability

72. Overwhelmingly, school leaders have reported that an increase in legislative accountability requirements, particularly in relation to clear legal obligations pertaining directly to principals, has been a significant change to the role.[58] Various governing legislation and subordinate legislation impact on the day to day accountability and good order of a school.

73. The legislative imposts are not inclusive of the requirement of principals to have a clear understanding of all relevant Awards, Certified Agreements and relevant Directives. There is a further requirement to implement departmental policy, standards and procedures.

74. However, the required legislative compliance expected of DET principals is, quite simply, staggering. Principals are required to be au fait with the following legislative requirements in not only State, but Commonwealth jurisdictions as well.[59] Interestingly, some of the Acts and Regulations required to be implemented by principals in

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[58] See QTU member responses – Attachment B.
[59] Interestingly, some of the Acts and Regulations have been repealed yet principals are expected to know, and implement the replacement Acts yet the register provided by DET is incorrect.

accordance with the DET register have either been repealed or superseded. Yet, the onus is still on the principal to implement and abide by the legislation.

Legal and Administrative Law

- *Right to Information Act 2009* (Qld);
- *Competition and Consumer Act 2010* (Cth);
- *Copyright Act 1968* (Cth); and
- *Family Law Act 1975* (Cth).

Training

- *TAFE Queensland Act 2013* (Qld); and
- *National Vocational Education and Training Regulator Act 2011* (Cth).[60]

Office of Early Childhood Education and Care

- *Education and Care Services Act 2013* (Qld);
- *Education and Care Services Regulation 2013* (Qld);
- *Community Services Act 2007* (Qld); and
- *Education (Overseas Students) Regulation 1998* (Qld).

State School Specific

- *Education (General Provisions) Act 2006* (Qld);
- *Education (General Provisions) Regulation 2006* (Qld);
- *Education (Work Experience) Act 1996* (Qld);
- *Child Protection Act 1999* (Qld);
- *Public Health Act 2005* (Qld); and
- *Work, Health and Safety Act 2001* (Qld).

Human Resources

- *Anti-Discrimination Act 1991* (Qld);
- *Working with Children (Risk Management and Screening Act) 2000* (Qld);
- *Integrity Act 2009* (Qld);
- *Public Interest Disclosure Act 2010* (Qld);
- *Public Service Ethics Act 1994* (Qld);

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[60] In effect, the principal is the CEO of the RTO – the manager for the scope of registration in accordance with this Act.

- *Public Service Act 2008* (Qld);

- *Public Service Regulations 2008* (Qld);

- *Superannuation (State Public Sector) Act) 1990* (Qld);

- *Taxation Administration Act 2001* (Qld);

- *Workers Compensation and Rehabilitation Act 2003* (Qld);

- *Work Health and Safety Act 2011* (Qld);

- *Work Health and Safety Regulation 2011* (Qld);

- *Age Discrimination Act 2004* (Cth);

- *Disability Discrimination Act 1992* (Cth);

- *Racial Discrimination Act 1975* (Cth); and

- *Sex Discrimination Act 1984* (Cth).

   Finance

- *Financial Accountability Act 2009* (Qld);

- *Financial and Performance Management Standard 2009* (Qld);

- *Taxation Administration Act 2001* (Qld);

- *A New Tax System (Goods and Services Tax) Act 1999* (Cth);

- *Banking Act 1959* (Cth);

- *Federal Financial Relations Act 2009* (Cth); and

- *Fringe Benefits Tax Assessment Act 1986* (Cth).

   Information and Technologies

- *Information Privacy Act 2009* (Qld);

- *Public Records Act 2002* (Qld); and

- *Right to Information Act 2009* (Qld).

75. Even a cursory analysis of the *Education (General Provisions) Act 2006* (Qld) (the Act) provides for a plethora of specific responsibilities. As such, the QTU has provided a precis of accountability solely impacting all principals across the State in relation to this Act (see Attachment E – precis of the *Education (General Provisions) Act 2006* (Qld) and *Education (General Provisions) Regulation 2006* (Qld)). Further, Rachel Drew (Partner – Holding Redlich) has provided a statement noting the changes associated legal matters inherent to the roles of promotional positions within school settings.

76. In general terms, the broad purpose of the human resource management function in schools is to attract, develop, retain, and motivate teachers (and other staff) in order to fulfil the school's strategic objectives. This is evidenced in (part of) DETs selection criteria for a principal, namely *demonstrated ability (own emphasis) to manage effectively human, financial and physical resources to deliver high quality organisational outcomes.*[61] Similarly, DP, HOSES, and HOD positions are required to display, *capacity to manage effectively human, financial and physical resources to deliver high quality organisational outcomes.*[62] Interestingly, principal, HOSES, DP and HOD roles are all required to show a *demonstrated capacity (own emphasis) to develop and maintain an organisational culture based on ethical, professional and personal behaviours and corporate values.*[63] This is distinct from the advertised role description for a HOC which notes clear leadership in terms of curriculum as well as curriculum development, implementation, assessment and reporting rather than a focus on human resource accountability.[64] However, in practice, the role of the HOC is not at all reflective of the advertised positions, given their ever increasing role of management.

77. However, there is a clear disconnect between the proffered role descriptions and the practical realities of running a functioning school. The lines, by necessity, are blurred, not only in relation to human resourcing but across a number of traditional school leadership boundaries.

The school improvement agenda

78. There is no doubt that since the review into promotional positions over 25 years ago that there is greater accountability and public scrutiny on schools than ever before. The expectations on schools have gone past academic results with a contemporary focus on educating children who are lifelong learners, global citizens and successful people.[65] In

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[61] Department of Education and Training, 'Role descriptions",
<http://education.qld.gov.au/hr/recruitment/role-descriptions/teaching-role-descriptions.html>
[62] Department of Education and Training, 'Role descriptions",
<http://education.qld.gov.au/hr/recruitment/role-descriptions/teaching-role-descriptions.html>
[63] Department of Education and Training, 'Role descriptions",
<http://education.qld.gov.au/hr/recruitment/role-descriptions/teaching-role-descriptions.html>
[64] Department of Education and Training, 'Role descriptions",
<http://education.qld.gov.au/hr/recruitment/role-descriptions/teaching-role-descriptions.html>
[65] Department of Education and Training, '*Advancing Education Plan for Education in Queensland, 2016,'* <
http://advancingeducation.qld.gov.au/SiteCollectionDocuments/advancing-education-action-plan.pdf>.

the Advancing Education Plan, Andreas Schleicher states that: "*Schools have to prepare students for jobs that have not been created, technologies that have not be invented and problems that we don't know will arise".[66]*

79. The expectations which the Advancing Education Plan places on schools to produce results and to continually improve is enormous. While QTU members have been willing to support the school improvement agenda in general, the implications for schools and members have been colossal in terms of traditional processes of assessment, data collection and reporting. An example of this is the implementation of NAPLAN testing and evidenced based pedagogy since implementation in 2008. The increased focus on data as a direct result of the school improvement agenda had to result in a joint statement between the Department of Education and Training and the Queensland Teachers' Union on "*The purpose and use of data in Queensland Schools".* This was to ensure that data collection had a meaningful purpose within a school context rather than data collection for the sake of data collection.

80. The process of collecting data is not a simple standalone process; it can lead to whole school change processes which are difficult and must be done in a skilful and knowledgeable way navigating staff, students, community and industrial implications. This whole process can occur as a result of whole of system initiatives, regional initiatives and focuses such as Marzano's Dimensions of Learning or areas of improvement identified through School Reviews. As one principal respondent explains "*The leadership of the school requires the principal to take risks, to not follow a predetermined path but to be guided by policies and guidelines to take the staff, students and parents on a journey of change. Even an experienced principal can only guide another principal, as you would always change and modify the actions you take when considering the climate for change, the engagement of teachers, students and community, the industrial agenda and political agenda, the complexity is enormous and has continued to grow."[67]*

81. To further illustrate the pressure on schools, the leadership teams and teachers, *Every student succeeding State Schools Strategy 2017-2021* (Strategy) [68] places such

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[66] A. Schleicher, Organisation for Economic Co-operation and Development, 'The case for 21st century learning' <http://www.oecd.org/general/thecasefor21st-centurylearning.htm>.

[67] See QTU member responses – Attachment B.
[68] Every student succeeding State Schools Strategy 2017 – 2021.

incredibly onerous expectations on the school leadership and teaching team. This is clear, even through to the final objective of the Strategy stating: "*Do whatever it takes to ensure that every student succeeds.*"[69]

Public Scrutiny

82. QTU members raised the school improvement agenda, coupled with changing societal attitudes, as an issue of complexity resulting from public scrutiny. This includes the expectations of parents within the school community and the issues that occur as a result of not meeting parental expectations (whether they were reasonable or not). In increasing numbers, schools are dealing with complaints to regional offices, the Director-General, the Education Ombudsmen, Minister of Education, Premier and in some circumstances directly to the media.

83. The implications in dealing with this are complex in respect of the role of the principal (and leadership team), due to the continual nature of contact from and complaints by parent/s, responses to DET in dealing with the complaints, and threat of legal action. It is expected that the principal and leadership team continue to lead the school.

Technology

84. The changes to technology in the last 25 years have been astounding. While many view technology as a valuable tool in schools in both the day to day running of a school as well as in curriculum delivery, it is clear that there are a number of associated challenges with the exponentially increasing use of technology, in particular, social media.

85. Every school has its own website which provides access to various documents such as Annual Implementations Plans and school newsletters. The website also provides information about the school in terms of curriculum delivery, staff and latest events. In addition, many schools are using Facebook to keep in touch with the community; however, like any interface, Facebook needs continuous monitoring to avoid significant issues resulting from misinformation or trolling. In some communities, unauthorised Facebook pages have been set up by parents and community members and used to criticise the school and principal.

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[69] Every student succeeding State Schools Strategy 2017 – 2021.

86. While email is commonly perceived as an effective method of communication, principals, DPs and Heads of Program are bombarded daily with emails from their employer, parents, students and community members with an expectation of an immediate response. Email has also been used as a mechanism for providing information and updates (e.g. Schools Update), it is then assumed that associated and changes to policy or information provided via email is now known. The QTU is aware of serious issues for teachers and school leaders associated with this method of disseminating information with regard to student disciplinary absences and corporate card expenditure.

87. Complexity has arisen due to management of hardware, staff and software as well as bringing the community on board in using the technology in schools. In the late 1980's no one expected that there would be an initiative called "Bring your own device" in schools. The expectations around grants and funding of technology has also added further complexity the role of principals in schools.

88. In terms of students, schools are dealing with inappropriate use of mobile phones and the cyberbullying that occurs not only in school time but out of school. Some of these issues have severe criminal consequences attached and schools are not only expected to police, but to educate students regarding the potential social and criminal implications and emerging techno-etiquettes. The sheer volume of time consumed by monitoring, investigating and responding to use of technologies is a significant impost for school, leaders in both Streams 2 and 3.

Devolution and accountability

89. The devolution of decision making to principals has increased the complexity of the role by shifting this work (be it human resources, budget, curriculum etc) from the centre or region to schools. This has increased the work value of the promotional positions in schools from the principal to the Heads of Program and in fact, teachers. The nature and complexity of the work, the qualifications and skills used and the responsibilities of the position and the conditions under which the work is performed has risen to a whole new level.

90. One respondent explains that "*compounding the complexity is the growing level of accountability, take for example the increased community accountability highlighted by ongoing media scrutiny, the invention of direct accountability agreements such as the*

I4S agreements principals sign with the Director General. Most significantly the rapidly growing number of investigations by ethical standards."[70]

91. There is no doubt that increased complexity, scrutiny and accountability clearly equals increased work demands. Concrete evidence of the demands could be measured by the growth of expenditure from the OneSchool account 2034 "Locally Funded Salaries and Wages". This account will be used by many schools (but not all), to identify the additional resources, outside of the I4S funds, required to run the school. Funds in this account are used to employ additional staff to deliver on the numerous and growing number of challenges that face schools, such as support for mandatory same day student absent, technology support staff, additional behaviour management support, school pathways officer and enrolments officer.

92. The 2016 report on *Principal Health and Wellbeing*[71] raises concerns that the average hours spent at work by principals and deputies/assistants ranges between 51-60 hours per week during term time and 25-30 hours per week during gazetted holiday periods. Participants in the survey are working excessive hours and it is taking a toll on their greatest support group; their families. Work-family conflict amongst school leaders occurs at approximately double the rate for the population generally. The amount of emotional labour expected of principals and deputies/assistants is 1.7 times that of the population. When job demands are this high, they need to be balanced with significant resources to buffer the demands. Therefore, all stakeholders need to be consulted about ways in which this can be achieved. Obvious, but unlikely to be funded, examples of reducing job demands would be job sharing. However, working groups tasked with addressing the issues of job demands may identify lower cost and equally effective solutions to job sharing. What is clear is that this level of demand is dangerous to the long-term health and wellbeing of principals who find consistently that the resources available to them are not concomitant with the demands placed on them.

93. This report recommends an alarming and urgent need to establish an independent authority to investigate three types of offensive behaviour identified as consistently occurring in schools:
    - adult-adult bullying;
    - threats of violence; and

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[70] See QTU member responses – Attachment B.
[71] Executive Summary Page 16

- actual violence.[72]

Deputy Principals and Heads of Program

94. The notion of complexity impacts just as significantly on Heads of Program positions. For example, an English HOD at a large school will have significantly more staff, resources and students to manage than an English HOD at a smaller school in the same region, whilst it is acknowledged that the smaller school may have its own complexities to address in relation to management expectations, the only real distinction available to recognise the difference in size is the likelihood that the smaller school English HOD may have a 50% or 60% teaching load rather than a 40% teaching load. Furthermore, unless schools purchase or workplace reform to supply additional HODs and DPs, secondary facilities simply, keep expanding. Whilst school size does influence the number of Heads of Program, there is currently no provision in terms of additional resources or remuneration to reflect the relativities of the jobs performed by Heads of Program in a variety of school sizes.

Although out of scope, schools are built to take into account a specific student body capacity; as such, how can the ever-expanding school enrolment issue be addressed outside of building new schools?

95. As school size increases, a principal has the capacity to broadband in direct correlation with the increased size of the student body. Further, additional teachers are employed accordingly to maintain class sizes. However, Heads of Program numbers are much slower to reflect the growth. Consequently, Heads of Programs shoulder the burden of school success when it comes to student enrolment.

Is there a capacity to have bandings for Heads of Program reflect the bandings for school leaders in terms of relativity?

Deputy Principals

96. Although the ultimate onus rests with the principal, it is impossible for a principal to have total responsibility over every aspect of the school. As such, the role of the DP has expanded enormously. DPs now have strategic portfolios in order to successfully

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[72] Executive Summary Page 16

manage the entire range of school functions. In a larger school context, DPs can even be divided into particular year levels, in addition to strategic portfolio management. Although accountability is inherent with the principal, DPs are involved in a plethora related tasks including, but not limited, human resources, finances, timetabling, exclusions, and behaviour management. DPs are being asked to lead and project manage multi-million dollar, three story buildings with close to 30 teaching rooms.[73] DPs can also be responsible for the actual MUP process, with Principals acting as the final decision maker, based on the process followed by the DP.

97. OneSchool featured heavily as an issue in face to face discussions with members. Principals noted that ultimately, the onus rests solely on the principal and gave examples such as every school based purchase and IT access for staff. Unilaterally, DPs across all sectors noted in meetings that the limitations within OneSchool impacted on their ability to work. In particular, DPs involved in timetabling focussed on OneSchool as one of the main sources of frustration and angst within the auspices of their roles. Although outside the scope of this Review, overwhelmingly, DPs described OneSchool as a major hindrance to their work practice rather than a help.

Recommendation 10

That the QTU and DET commence a review of OneSchool capability as a matter of urgency upon the completion of the PPCR.

98. The advent of the School Opinion Survey in 2001 has significantly impacted on the role of the DP. This has been the genesis of increased contact between the school community and the leadership team, especially DPs. Prior to this, contact for most parents was often limited to the issuing of report cards and a parent teacher interview. The contact has increased exponentially. This has, in turn, led to an increased pathway of downward pressure from Regional Directors, to Assistant Regional Directors, to principals, to DPs, to HOSES, and finally, to HODs and HOCs.

99. In particular, in light of the School Opinion Survey, it would be remiss not to address the clear increase of community expectations on schools and the flow on effects to DPs. Increased connectivity by way of the internet has resulted in an increased parental and community expectation regarding frequency of communication. There is a cultural shift

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[73] See QTU member responses – Attachment B.

towards an expectation of immediate response to telephone calls and emails as well as an expectation of increased output of communication by the school.[74] To categorise this issue as merely a workload impost is, quite simply, a denial of contemporary society and the ensuing impacts facing school communities today.

100.   One of the most contentious areas of response from members was around the number of classifications of DPs and whether there should there be a decrease or increase in bandings. DPs of large schools (all secondary) outlined that a DP in a large school will be responsible/accountable for a significantly greater number of students, HODs (in a line management role) and ultimately staff. The increased number of students naturally results in increased behaviour management issues to deal with, and increased numbers of parents to communicate with either by phone, email or face-to-face. Timetabling larger numbers of students means interaction with more students, more subject changes, and more parental contact. Managing human resources in a large school is far more complex than in a smaller school due to the sheer volume of staff turn-over replacements (are not always easily found).

101.   On the other hand, many primary DP respondents pointed out that the current structure and pay unfairly advantages secondary school leaders over their primary counterparts explaining that this process does not account for the degree and level of complexity of work required from primary principals and deputies who do not have the support offered to their secondary counterparts. Although the schools may be larger, additional staffing is allocated accordingly. The argument was used to point out differentials in relation to the classification of primary and special school deputy principals.

102.   With respect to DPs, it was suggested that the classification and pay differentials should be based upon years of service as well as complexity of the school and that the current structure doesn't recognise the value of smaller schools (e.g. Band 8 school in primary has a deputy at a DS1 classification) and therefore school leaders use these as a stepping stones. It was felt that the current classification system needs to recognise the school leaders (principals and deputies) that stay in a location for a longer period.

Should the three current classifications remain (DSL1, DSL2 and DSL3) or should there be only one classification for all DPs? Can the scope of DPs be expanded to include DP special purpose as determined by the Chief Executive?

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[74] See for example, DPs managing newsletters, social media such as Facebook, marketing strategies, events.

Heads of Department

103. HODs are responsible for leadership, management, communication, event organisation, professional development and are still expected to carry the long held, yet antiquated view, of being a "subject master".[75] HODs also generally have a teaching load, develop and deliver curriculum and assessment content, and participate in most other duties associated with teaching, for example: sport, playground duty, and assemblies (amongst other events. The QTU has provided a precis of the role of a HOD for further discussion within the PPCR (see Attachment G – HOD role).

104. Parental (and student) contact has become unwieldy and onerous. In some settings, parental expectations include providing homework when students are absent due to illness. Parents even expect the provision of homework in the case where students are taken out of the school to commence holidays outside of nominated vacation time. Additional tutorials are offered in school setting to both low and high performing students. All of this is managed by HODs.

105. HODs are divided across the school and are categorised in a variety of ways, depending on particular school needs and direction.[76] HODs are accountable for data, pedagogy and curriculum as well as managing staff, facilities and budgets. Financial accountability for HODs is enormous. Other than the mandatory corporate card training, there is no real financial support or assistance for HODs. As one HOD stated, "previously, we were given boxes of chalk to allocate and now, we are expected to purchase appropriate professional development for staff, make decisions in relation to the best software to purchase and manage a budget worth hundreds of thousands of dollars on top of overseeing fundraising from parents."

106. This is also evidenced in a change to departmental focus and policies. HODS are expected to implement departmental policy in relation to the notion of wellbeing. This does not only extend to students, but also to the general wellbeing of the staff they manage. An example of this is evident by the recent in depth analysis conducted by Cleveland District State High School in relation to the roles and responsibilities of HODs when determining the necessity of a new HOD position (see Attachment H – Cleveland

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[75] See QTU member responses – Attachment B.
[76] See for example, faculty/curriculum based HODS compared with teaching and learning, junior schooling, student wellbeing HODs.

District State High School). HODs can also be responsible for the implementation and documentation of the MUP process, with principals acting as the final decision maker, based on the process followed by the HOD.

107.   Clearly, increased legislative accountability has resulted in increased accountabilities for HODs in relation to dealing with external stakeholders (for example, QCAA, AITSL, ACARA). The range of external stakeholders is phenomenal, including working with child safety services, ambulance and police services, attending hospitals with students, mental health services and external support providers. External support providers are dependent on the direction and nature of funding programs. The flow on effect is an everchanging access to support determined by constantly changing parameters. Change to the funding direction of external support agencies can occur within the space of a week, with no notification provided to schools.

> *Are the number of bands for HODs adequate? How can complexity take more of a role in determining banding for HODs?*

Heads of Department and Heads of Curriculum

108.   Relentless changes to curriculum have impacted on HODs and HOCs, especially within the last ten years. Numerous comments have been made by both HODs and HOCs that curriculum accountability ultimately rests with them. Staff must be supported through professional development conversations, observations and the push from DET in relation to wellbeing. This is also impacted by the vast number of contract and supply teachers in schools. Yet the downward pressure to improve is unwavering.

109.   Outside support is rapidly diminishing within the system. HODs and HOCs are now tasked to find their own supply and contract teachers. Regions are, in general, being more and more reticent in supporting school staffing needs and this is again, another task befallen on HODs and HOCs. Even basic and mandatory training packages once delivered and provided in a timely fashion by DET, falls short of contemporary requirements. An example of this occurred in 2016 in relation to the Code of Conduct training. An outdated training package was supplied to schools at the beginning of the year as is expected as part of the student free day mandatory training. This led to HODs and HOCs scrambling to provide the package to staff once the updated module was provided to schools in August of the same year. Common anecdotal comments from

HODs and HOCs also noted that lack of disciplinary support from DET with DET overturning decisions made by schools. Further, curriculum support has decreased both from DET and from the QCAA. Again, this task rests firmly on the shoulders of HODs and HOCs.

Heads of Curriculum

110.   HOCs are increasingly included in school leadership teams, taking on roles such as managing, mentoring and leading staff.[77] In fact, there have been calls within the QTU school leader community to expand the role of HOC role to the secondary schooling sphere (years 7-12).[78] HOCs, like HODs, also have a teaching load, develop and deliver curriculum and assessment content, and participate in most other duties associated with teaching, for example sport, playground duty, and assemblies (amongst other events).

111.   Increasingly, HOCs are tasked to undertake a leadership role within the school environment. With the advent of Master Teacher and the soon to be implemented Highly Accomplished and Lead Teacher roles, the push towards HOCs managing resources, people and curriculum will be complete. HOCs, like HODs, can also be responsible for the implementation and documentation of a MUP process, with principals acting as the final decision maker, based on the process followed by the HOC.

Should the position of HOC be expanded to create an additional layer within the year's 7–12 secondary context? Given the increasing responsibility of a HOC, should the classification level of a HOC be the same as a HOD? If this is the case, should a new position title be considered?

HOSES

112.   Federal and State governments have agreed on a consistent approach to collecting data on school students with disability.[79] The Nationally Consistent Collection of Data on School Students with Disability (NCCD) provides schools, parents, educational

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[77] P. Rosenfeld, 'The changing nature and the role of heads of departments in Queensland public secondary schools,' 2008, https://eprints.qut.edu.au/17574/1/Peter_Rosenfeld_Thesis.pdf.

[78] This issue was, in fact, the subject of a dispute between the QTU and DET in 2016.

[79] Department of Education and Training, 'What is the Nationally Consistent Collection of data on School Students with a Disability,' https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability.

authorities and the community with information about the number of students with disability in schools, where they are located and the adjustments they receive.[80] HOSES in schools are required to manage and coordinate this new tool. The timeframes are incredibly short:

> 10 July: The NCCD tool is open and will be populated with the data from all active DDA PL records.
>
> 10 July – 4 August: Schools are able to review and edit the data in the NCCD tool or the DDA PL to reflect their decisions.
>
> Midnight 4 August: Student details remain fixed as at the Census date.
>
> 5 August: The submit button becomes available only for principals.
>
> 5-11 August: Principals are able to review their school data to ensure accuracy and press the submit button. This allows a week for principals to review, edit and submit the NCCD data.

113.   In essence, HOSES have a nine day period in which to ensure that all data is complete and undertake moderation of the data. All students who were included in the 2016 NCCD collection now have a Disability Discrimination Act Personalised Learning record created in OneSchool, although this is not yet mandatory. This record must be created, reviewed, copied or ended by the HOSES depending on the status of the student.

114.   HOSES are able to suspend students for up to 15 days in some sites. Again, the role of the HOSES is to determine whether the action constitutes disability or behavioural issues. This task is often undertaken in conjunction with support from the Guidance Officer.

115.   The relevant legislative accountabilities have not always been clearly communicated into education policy and therefore processes for schools. This leads to a wide range of practices within the school settings dependant on the school leaders who interpret the legislation into school policy. The influence of a HOSES on this policy making process is much determined by place within the school leadership team afforded to the HOSES.[81] As a result, complexities of negotiating with school leaders, sometimes across settings in

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[80] Department of Education and Training, 'What is the Nationally Consistent Collection of data on School Students with a Disability,' https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability.
[81] See QTU member responses – Attachment B.

the case of cluster HOSES, can be difficult. The HOSES Band 5, 6 or 7 (now DP) plays a major role in this workload and expectations are that they lead and drive school policy.

116.   Over recent time HOSES have been involved in negotiating and implementing a range of industrial agreements. The Department of Education and Training Teacher Aides Certified Agreement 2015 (Qld) has greatly impacted on the complexity of the HOSES role. The time taken to employ, train and support the paraprofessionals within a changing industrial landscape has increased dramatically. Once employed the weekly paperwork supervision is substantial.

117.   The number of students with disabilities in mainstream schools is ever increasing; HOSES are responsible for advocating for facilities and resources for a range of student needs. Schools are required to provide facilities and services for all students that enrol. Enrolments can occur at any time during the year; however, staffing allocations are set once per year. Improvements to access school facilities through paths, ramps, adequate toileting facilities and buildings are often negotiated in short time spans with little opportunity or access to funds. The onus to accommodate such rapid changes falls clearly on the HOSES.

118.   As technology has advanced, so too the expectations and accountability to report and record in increasingly short (even unrealistic) time frames (note the previous example of NCCD). The complex nature of this task involves determining when and what to report, as well as communicating this advice to teachers, teacher aides and other school staff. The responsibility for this in relation to students with disabilities rests with the HOSES.

119.   There is an expectation at some schools that the position of HOSES be an all-encompassing role that will provide support for all students with special needs within a school. This has accelerated due to the introduction of the NCCD with DDA data displayed on OneSchool, and increasing local and regional moves to integrate students with disabilities in mainstream classrooms. In some situations, this includes responsibility for learning support, support staff, teacher aide timetabling across the school. As the complexities of students' home life increase, HOSES are also taking on the role of linking families to community supports, to ensure they follow up with appointments and to advocate for more supports.

120.   Staffing responsibilities have become significantly more complex as increased numbers of students with disabilities are enrolled in their local schools. Larger SEPs have difficulty securing appropriately trained staff. As there remains no consistent permanent staffing model for SWDs, HOSES are unable to offer permanency to staff that have experienced and training. Lack of qualified staff create management and supervisory issues on a day to day basis as HOSES engage staff with limited knowledge of SWDs. HOSES are also required to work with families to facilitate the communication between schools and parents.

121.   Further, there is currently a focus on specific data. The collection of school data places pressures on HOSES to identify students have not met particular benchmarks.

Should the position of HOSES be changed to a DP – Disability and Inclusion instead?

Guidance Officers (senior and classified)

122.   Significantly, guidance officers identify the social and welfare needs of students. They provide an invaluable support layer within the leadership structure. Guidance officers have additional educational requirements requisite to their role (either a Masters degree or a dual qualification). Guidance officers address extremely complicated cases on a daily basis. These include (but are not limited to) understanding legal and ethical frameworks beyond education,[82] referring correctly to the appropriate support agencies, monitoring mental health incidents, dealing with challenging and complex family circumstances, counselling and maintaining files. Guidance officers are accountable for a range of decisions, including mandatory reporting elements.

123.   The role truly operates beyond the confines of the school fence and is far reaching in the nature of work associated with the role. The breadth of guidance officer work includes support for high achievers to navigate early entry to tertiary contexts, through to supporting students returning to school after suspension. As such, it cannot be said that one size fits all in relation to the complexities attached to the role, the role of guidance officer depend on the range of students and program pathways in the contexts they operate.

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[82] For example, cross agency work and liaison (Queensland Police, Queensland Health, CYMHS, AoDs, Indigenous Health Units, Department of Communities (Child Safety), psychologists, GPs and other support networks.

Is the current position as an adjunct to the leadership structure of a school a suitable fit for guidance officers? Is there an adequate pathway in the leadership team for guidance officers? Is the present remuneration for guidance officers sufficient?

Educational Accountability

124.   The growing complexity and the value of the work undertaken by Heads of Program is particularly evident in relation to the changes inherent in educational accountability. It is clear that those roles which were seen traditionally as the manager of a subject or faculty within the school have undergone significant change due to the ongoing improvement and accountability agendas of successive governments. There is no body of academic research regarding the work of Heads of Program; however, a scan of initiatives introduced into schools, along with a range of education policy change, demonstrates the way that the work of people undertaking these roles has evolved.

Curriculum change

125.   The past decade has seen the emergence and implementation for the first ever P-12 Australian Curriculum. The P-10 Curriculum commenced implementation in Queensland in 2012. The support provided through the Department of Education was the C2C resource consisting of exemplar units of work and lessons. There was no state wide approach to the familiarisation of the curriculum or provision of professional development for teachers; this work largely fell to schools and was led by Heads of Program. The P-10 Curriculum continues to be rolled out against a backdrop of changing timelines and changing advice regarding time allocations. Several versions of both the Australian Curriculum and C2C have been released, requiring ongoing adaptation and updating, once again, work largely undertaken by Heads of Program.

126.   Over the coming few years, Queensland will experience historic changes in the area of Senior Assessment and Tertiary Entrance. The introduction of external assessment and the move from OP to ATAR are only part of the change. All senior syllabi have been redeveloped or rewritten and there are some brand new subjects being introduced. All of this change involves for school leaders at all levels significant preparation and management and ongoing communication with stakeholders such as students and their carers.

127.   There is no doubt that the focus on school effectiveness through datasets, emerging accountability agendas and the practice of publishing league tables by media outlets has caused a change to the work of Heads of Program. While it should be the aim of all students to be the best they can be and achieve as highly as possible, the pressure felt by schools to maximise, for example, NAPLAN results and QCE attainment has led to an unrelenting focus on preparation programs and focused case management of students, in many cases, without additional resourcing. As the people in middle management, these agendas have largely required Heads of Program to implement programs to ensure teacher practice is changing to meet these agendas and also Heads of Program are in the position of justifying and explaining the datasets in response to questions from DPs and principals.

Pedagogical changes

128.   All schools are required to adopt a pedagogical framework. While having a specific approach to pedagogy is not a new thing, the adoption of school wide pedagogical approaches has required Heads of Program to manage change in unprecedented ways. School cultural change is challenging; Heads of Program have been required to influence staff and ensure that they are adopting agreed aspects of the framework chosen by the school. Heads of Program have been required to become expert in all aspects of the framework and are required to demonstrate that teaches in their area are complying with the chosen pedagogical framework.

Collegial engagement

129.   There has been a growing acceptance that collegial engagement and targeted, supportive feedback is essential for teacher ongoing professional development; this has also seen significant changes in relation to the work of Heads of Program. Heads of Program are often responsible for observing lessons and providing detailed feedback to teachers about the broad range of aspects of professional practice. Collegial engagement processes require engagement prior to the lesson observation, the lesson observation itself, a post-lesson conversation and the provision of detailed written notes or an observation report. For schools, collegial observation and receiving feedback represents a significant change of practice and Heads of Program are responsible for managing organisational culture and

behaviour around this. Depending on the school, these observations may take place with teachers from beyond the Head of Program's particular subject area or faculty, this while role represents a significant departure from the way those roles have traditionally operated.

Teacher Performance Review Processes

130. The introduction of the Australian Professional Standards for Teachers (Professional Standards) followed closely by the Developing Performance Framework, later updated and expanded to include greater rigour and now known as the Annual Teacher Performance Review has also changed the nature of the role of Head of Program. Heads of Program have, by delegation, become responsible for the annual implementation of performance reviews. This involves them guiding reflection on the Professional Standards and system and school based priorities and working with teachers to identify annual performance goals and the types of evidence that will demonstrate progress towards those goals. The framework requires a number of focused conversations between the teacher and the principal's delegate each year and in these conversations, the Head of Program is expected to provide feedback to the teacher, test their assessment of their own performance and discuss goal setting for the coming period. This is an element of the role that may have been previously undertaken in an informal way but is now a fundamental expectation.

Implementation of programs – Investing for Success

131. While the increase in school funding associated with the GRG/Investing for Success/Gonski program has been most welcome in schools and is clearly impacting on student outcomes, it has brought increasing complexity to the work of Heads of Program. There has been an expectation in some cases for Heads of Program to conceptualise and lead programs both within their department or across the school aimed at lifting student achievement. Reporting on and justifying the outcomes of the program and spending is now a key part of the role and occurs against the backdrop of expectations of continual improvement and individualised programs for students.

OneSchool

132. The automation of many functions in schools from roll marking to record keeping and filing of work programs, units of work and lesson plans has the potential to streamline procedures at the subject area, faculty or year level. The continued roll out and take up of the functions of OneSchool has created a situation where Heads of Program are managing

cultural change and working with teachers to move to new processes. In many cases, the existence of data displays and dashboards via OneSchool has driven procedures for discussing student achievement and methods of differentiation and created a situation where Heads of Program are expected to undertake these reviews far more frequently.

Increasing number of contract teachers – more supervision required

133.   In many regions, there has been a growing percentage of teachers employed on contracts. This has increased the complexity of the role of Heads of Program as these people are the immediate line managers of teaching programs and are responsible for the implementation of curriculum and pedagogical frameworks. Heads of Program are expected to induct contract teachers into their subject area or phase of learning and ensure that they are familiar with school programs, policies and approaches. Having multiple teachers employed on contract or people continually arriving in and leaving the subject area will continue to have an impact while contract employment occurs at current levels.

RECOMMENDATIONS

Recommendation 1 - *That the QTU and the Department of Education and Training (DET) separately consider issues that arise related to the staffing allocative methodology or other out-of-scope matters upon the completion of the PPCR.*

Recommendation 2 - *That the remuneration for school leaders and promotional positions is manifestly inadequate and that the increase in remuneration for school leaders and promotional positions be reflective of the increase in responsibilities and accountabilities inherent in their roles.*

Recommendation 3 - *Complexity of the school must be considered in the classification structure and factors such as location, socio-economic background, English proficiency, Indigeneity, disability need to be included in consideration of complexity. Other factors for consideration in classification of positions should include:*
> *i) student itinerancy;*
> *ii) staff turnover (e.g. transfer); and*
> *iii) staff profile (percentage of inexperienced teachers).*

Recommendation 4 - *That DET compensate Streams 2 (where appropriate) and 3 employees for the requirement of being on call twenty-four hours per day, seven days per week through salary adjustments.*

Recommendation 5 - *That DET implement a continuing professional development scheme for Steam 2 and 3 as an outcome of the PCCR.*

Recommendation 6 - *That DET include differential Executive Principal increments within the formal classification structure, including monetary and non-monetary incentives.*

Recommendation 7 - *That DET include Executive Principals within the formal classification structure including monetary and non-monetary incentives.*

Recommendation 8 - *That the dual nature of the role of a teaching principal is genuinely reflected in the classification structure.*

Recommendation 9 - *That a state-wide review of workload of teaching principals occur as a separate exercise.*

Recommendation 10 - *That the QTU and DET commence a review of OneSchool capability as a matter of urgency upon the completion of the PPCR.*

ISSUES

- *Are the current bandings sufficient to address the issue of size as a base level for a new system?*
- *What incentives ought to be considered to address the impact of enrichment programs on promotional positions?*
- *Is the structure and remuneration sufficient within the leadership structure of the O&EECs?*
- *Is the structure and remuneration sufficient within the leadership structure of the Queensland Academies?*
- *What tax implications are associated with offering remuneration packaging as an incentive to Stream 2 and Stream 3 positions? Can the State government address this at a COAG meeting? What existing remuneration packages are in place across the public service, including packages utilised by DET, can be applied to Stream 2 and Stream 3?*
- *What other salary additions ought to be considered as part of the PPCR in relation to Stream 2 and Stream 3?*
- *Is the scope and range of the Executive Principal remuneration adequate? Should there be increased increments within the Executive Principal salary range? What other factors ought to be taken into account in relation to accessing Executive Principal conditions?*
- *What measures can be employed in order to attract and retain teaching principals? What additional incentives can be provided to teaching principals to increase the length of tenure in the position?*
- *Although out of scope, schools are built to take into account a specific student body capacity; as such, how can the ever-expanding school enrolment issue be addressed outside of building new schools?*
- *Is there a capacity to have bandings for Heads of Program reflect the bandings for school leaders in terms of relativity?*
- *Should the three current classifications remain (DSL1, DSL2 and DSL3) or should there be only one classification for all DPs? Can the scope of DPs be expanded to include DP special purpose as determined by the Chief Executive?*
- *Are the number of bands for HODs adequate? How can complexity take more of a role in determining banding for HODs?*
- *Should the position of HOC be expanded to create an additional layer within the year's 7–12 secondary context? Given the increasing responsibility of a HOC,*

should the classification level of a HOC be the same as a HOD? If this is the case, should a new position title be considered?

- *Should the position of HOSES be changed to a Disability and Inclusion instead?*
- *Is the current position as an adjunct to the leadership structure of a school a suitable fit for guidance officers? Is there an adequate pathway in the leadership team for guidance officers? Is the present remuneration for guidance officers sufficient?*