

The QTU reserves the right to address additional matters in the claim which may arise in the interim period as a result of departmental issues and initiatives.

Promotional Positions Classification Review

- Inclusion of the revised classification and salary structure for classified positions.

Measures to address workload

- Workload audit including, but not limited to, addressing issues such as initiatives, proposed changes to work practice at systemic and workplace levels, class sizes, start and finish time of school day, existence of an LCC in the school with minutes supplied, WH&S rep in schools.
- Audit must include consideration by the ECC and LCC (in schools required to have one) before any initiatives or changes that impact on how work is performed are implemented.
- Alignment of rostered duty time for instrumental music teachers/instructors with other teachers.

Gender pay equity

- Recognition of service for salary progression purposes (point in time increment rather than FTE).
- Paid parental leave accessible by either parent in the event that they are the primary carer, or both parents (shared) if they are departmental (or public service) employees.
- Access to 20 weeks paid parental leave for both the primary and secondary caregivers (leave can be taken consecutively and on a part-time basis, i.e. 20 weeks primary caregiver plus 20 weeks secondary caregiver).
- Programs to support the leadership development of women.
- Superannuation on unpaid leave (an employee who accesses unpaid maternity or adoption leave for a period of up to and including 52 weeks must be paid a superannuation payment of \$300 per fortnight).
- Sick leave bank for teachers who have exhausted their long service leave and recreation leave prior to accessing QSuper income protection.
- Sole parents have access to paid sick leave increased by five days per year accumulatively accrued to care for pre-primary and primary school aged children when they get sick.
- Sick leave can be accessed by spouses who are covered by the same award.
- Data provided on a term-by-term basis in relation to gender and part-time status by classification.
- Employees to be able to access full time maternity leave, regardless of their fraction immediately prior to accessing another period of maternity leave.
- Reducing the period of service required before a parental leave break will not impact on temporary teachers' eligibility for conversion to permanency from two years to one year.
- Seven years of leave (paid and unpaid) for family responsibility formalised in the certified agreement.

Class sizes

- A formalisation of processes to review class sizes that may exceed class size targets, including:
 - » recognition of the potential of class sizes in excess of class size targets to impact on teacher workload, student and teacher wellbeing, and student outcomes
 - » a formal process for determining class sizes in special education settings

- » a review and establishment of class size targets for practical subjects.
- Schools with a low index of community socio-educational advantage and rural and remote schools have a decreased class size target to manage complexities in these settings.
- Class sizes for instrumental music teachers/instructors specifically addressing combinations of different instruments.
- Supervision arrangements for instrumental music teachers/instructors to be revised for large ensemble rehearsals over 28.

Non-contact time

- Review of non-contact time for primary school teachers in recognition of increased systemic and school-based demands.
- Increase to non-contact time provisions in all school settings, to enable professional activities including collaborative planning, moderation of student work and the implementation of the Australian Curriculum and the new QCE.
- Non-contact time for year level coordinators and subject level coordinators.
- Teachers to be released from staffing matters (such as exam supervisions, NAPLAN, sports carnivals) in order to provide additional non-contact time.
- Non-contact time increase for instrumental music teachers/instructors.
- Recognition of the allocated time and continuous delivery of specialist curriculum (specifically music, PE and LOTE) for non-contact time as specialist time in primary and special schools as part of the allocative methodology.

Part-time teaching

- Improved access to part-time for teachers and those in promotional positions.

Incentives for rural and remote locations

- Implementation of the changes to the scheme arising from the pilot.
- An enhancement to the levels of compensation and incentive payments, including linking this remuneration to salary increases.
- Recognition of the complexities and cost of providing face-to-face PD in regional, rural and remote areas, especially as it pertains to statewide initiatives such as new curriculum, new QCE etc.
- Introduction of attraction incentives in rural and remote locations
- TRS days provided to staff to access services from schools more than 100km away from a major centre.
- Greater capacity for tenants to have influence over improvement projects and include the implementation of improved connectivity in rural and remote employee housing.
- Re-implementation of a robust selection and induction process for remote Indigenous schools.
- Review of the transfer point system and rural and remote classifications for schools to align with the complexities faced by (including but not exclusively) Aboriginal and Torres Strait Island schools and community schools, IEALD students, AMP, low attendance and behaviour issues, as opposed to only focusing on school location.

Permanency

- Temporary employment only to occur in circumstances of a short-term vacancy (including IPS).
- Improvements in the teacher transfer and promotional position relocation processes.
- Incorporation of a provision for district relieving teacher positions to be fully funded in regions, to maximise permanency and maintain a healthy transfer process.
- Teachers on contracts of less than one year shall be paid pro-rata of their annual pay increment (not just for the summer vacation), as calculated by:
 - » $(\text{Number of school days contracted} \times \text{the teachers' relevant annual pay band and step}) / \text{actual number of school days}$.

Allowances

- Allowances applicable to the public sector should be adopted appropriately to reflect the work undertaken by teachers and school leaders in schools, for example:
 - » on call/recall to duty payments for international program teachers
 - » first aid allowance (directive)
 - » replacement MoA for outdoor environmental education centres by adding them to the list of sites at which employees are eligible for specified site allowance
 - » overtime meal allowance (directive)
 - » discrete qualification requirement (allowance and time off as required).

Professional issues

- 0.8 workload for beginning teachers.
- Mandatory induction to be held during school hours.
- Review of the current joint statements, to include a commitment to hold APR conversations/planning/goal setting during school hours.
- An audit on the use of mentoring for beginning teachers funding.
- Three additional professional planning days.
- A joint statement for beginning teachers, incorporating the beginning teacher engagement strategy.

Workplace health and safety

- Support and release time for members undertaking the roles of WHS representatives and officers, to allow them to perform their duties and undertake training.
- Improved processes to mitigate circumstances of occupational violence (including online behaviour) and WHS risks to wellbeing and safety.

Additional significant factors for consideration in the claim

- Release time for Union Reps to undertake their role on the LCC and other duties.
- Fatigue time for additional duties undertaken outside regular hours of instruction that are required as part of the teaching role.
- Review of senior teacher and EST salary progression processes and access.
- Temporary teacher access to permanency after two years.

Other factors

- The Easter break in Queensland should be brought into line with other states, i.e. 10 working days, which would be achieved by the removal of mandatory flexible student free days.

- Fitness passport for Education Queensland staff (Queensland-wide initiative).
- Provision of staffing of a HOC or curriculum support person automatically as part of staffing entitlement for all schools, or cluster of schools, to be centrally funded.
- Teaching in State Education Award – State 2016 scope orders to be dealt with at the commencement of bargaining:
 - » senior guidance officers included in the award
 - » regional school sports officers included in the award
 - » remove community education counsellors from the award.
- Industry release time for teachers of vocational education and training in schools.
- Specialist teacher (STEM and ARTS) to sit as an allocation on top of core specialist subjects (music/LOTE/PE) with same conditions.
- All MOA lodged in the QIRC.
- Definition of holidays added to the certified agreement reflective of school circumstances.
- Consultation provisions, including:
 - » provisions in relation to system level consultation (as opposed to local level)
 - » consultation on professional issues (not through LCC).
- Fully funded teacher-librarian position in all secondary schools.
- Role descriptions for specialist teacher-librarian position in secondary schools.
- Joint statement for instrumental music teachers/instructors.

Salaries

- Progression to EST.
- 4.5 per cent increases per annum.

DoE claims prior to the end of the expiry date 2019

- Matters to be dealt with by agreement and by consultation clearly articulated in the certified agreement.
 - » **Agreement:**
 - ~ flexible student free days
 - ~ school staffing proposals (including FTE to TRS)
 - ~ meal break variations
 - ~ bus and playground duty
 - ~ change to school hours
 - ~ class sizes.
 - » **Consultation:**
 - ~ annual performance review
 - ~ collegial engagement in classrooms
 - ~ long term planning, storage of plans, nature of pedagogical framework
 - ~ data plans, workload impact and how student data (academic, behaviour, attendance, wellbeing) will be collected, recorded and followed up
 - ~ school reviews
 - ~ staff meetings (purpose, frequency and duration)
 - ~ school staffing proposals (additional funds) considering how they impact on workload and how work is undertaken in the school.
- Allocative methodology review for academies, outdoor and environmental education centres, discrete sites and instrumental music.
- LOTE teacher change in terminology.
- Head of school/associate principal Band 9.
- Instrumental music – fatigue management.
- Instrumental music instructors – EST access.